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ABSTRACT

The manual presents resources for Georgia teachers of behaviorally disordered students. Guidelines are presented for 12 major topics (sample subtopics in parentheses): definition; eligibility and placement; enrollment; due process (screening, referral, special education placement committee); program organization (continuum of services, extended service to regular education students); instructional program (the affective and academic program); transportation (state guidelines); teacher training programs (teacher certification, teacher competencies); support services; parental involvement; program evaluation (program management, programs and services); and professional associations. Among 12 appendixes are sample forms and lists of suggested materials. (CL)

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Volume III
Behavior Disorders

Resource Manuals
For Program
For Exceptional Children

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Office of Instructional Services
Division of Special Programs
Program for Exceptional Children
Georgia Department of Education
Atlanta, Georgia 30334

Charles McDaniel
State Superintendent of Schools
1980

EC 140085

Resource Manuals for Program for Exceptional Children

Resource manuals in this series include the following.

Volume I	Severely and Trainable Mentally Retarded
Volume II	Educable Mentally Retarded
Volume III	Behavior Disorders
Volume IV	Specific Learning Disabilities
Volume V	Visually Impaired
Volume VI	Hospital/Home Instruction
Volume VII	Speech and Language Impaired
Volume VIII	Physically and Multiply Handicapped/System Occupational and Physical Therapists
Volume IX	Hearing Impaired
Volume X	Gifted
Volume XI	Deaf/Blind

Foreword

Georgia is committed to the belief that every exceptional child has a right to receive an education based on his or her individual needs.

The need for developing standards and guidelines for comprehensive programs for exceptional children in our schools has emerged from state and federal legislation. The three major laws affecting the education of exceptional children in Georgia follow.

Adequate Program for Education in Georgia Act (APEG)
Section 32-606a, Special Education

"All children and youth who are eligible for the general education program, preschool education, or who have special educational needs and three and four year old children who are either physically, mentally or emotionally handicapped or perceptually or linguistically deficient shall also be eligible for special education services. Children, ages 0-5 years, whose handicap is so severe as to necessitate early education intervention may be eligible for special education services."

Effective date: July 1, 1977

P.L. 94-142, Education for All Handicapped Children Act of 1975

The full services goal in Georgia for implementation of P.L. 94-142 states:

"All handicapped children ages 5-18 will have available to them on or before September 1, 1978, a free appropriate education. Ages 3-4 and 19-21 will be provided services by September 1, 1980, and 0-2 by September 1, 1982, if funds are available.

Effective date: September 1, 1978

Section 504 of P.L. 93-112, The Vocational Rehabilitation Act of 1973

"No otherwise qualified handicapped individual shall solely by the reason of his/her handicap be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance."

Effective date: June 1, 1977

The purpose of the *Resource Manuals for Programs for Exceptional Children* is to help local education agencies implement these laws and provide quality programs for exceptional children.

Introduction

The term behavior disorders (BD) includes emotionally disturbed and emotionally handicapped children. Public Law 94-142 refers to all such children as "severely emotionally disturbed." Georgia's Adequate Program for Education in Georgia law refers to these children as "emotionally handicapped" and "behaviorally disordered."

The prevalence of behavior disorders, as delineated by the Bureau of Education for the Handicapped (BEH), is conservatively estimated at two percent. The current estimate of school age population (5-17) nationally is 51,317,000. Using the two percent incidence figure, then 1,026,340 of these children and youth would need behavior disorder services.

In Georgia the current estimate of school age population (5-17) is 1,100,000. Using the two percent incidence figure, then 22,000 of Georgia's children and youth would need behavior disorder services. The growth of Georgia's behavior disorders program is shown in Table A.

The primary goal of a special education program for behavior disordered students should be to effect a positive change in the student's behavior so that the student may return to the regular instructional program as soon as possible. Major components to effect change in behavior should be the student's instructional program with an emphasis on behavioral management. Every effort should be made to insure that the instructional program is an integral part of the school, home and community.

In order to provide comprehensive services for identified behaviorally disordered children and youth, a continuum of programs and services, delivery alternatives and interagency cooperation is essential. Comprehensive services should be developed with at least two factors in mind. First, the concept of the least restrictive placement should predominate in any planning; second, assessment of the degree of severity will influence the placement alternatives, as well as curriculum content and type of parental involvement.

Of particular concern for school-based programs is development of comprehensive behavior disorders programs which stress goals of normalization, integration and academic achievement. Therefore, in addition to special class placement, both resource rooms and itinerant teachers should be used, depending upon the severity of the need of the student. A necessary part of a quality program means the involvement of pupil personnel services, especially guidance counselors, visiting teachers, social workers, psychologists, nurses and psychiatrists. Maximum development and use of program alternatives and personnel specialists should provide comprehensive services.

Table A

Statistics Reflecting Growth 1962-1979*

Year	Instructional Units	Children Served
1962-63	9	67
1963-64	12	112
1964-65	25	218
1965-66	31	734
1966-67	39	1,451
1967-68	39	1,481
1968-69	31	788
1969-70	33	739
1970-71	47	1,349
1971-72	67	2,670
1972-73	171	5,549
1973-74	226	6,492
1974-75	256	7,311
1975-76	352	8,463
1976-77	375	8,921
1977-78	496	9,906
1978-79	631	12,417

*Figures based on local system's reports as compiled by Statistical Services, Georgia Department of Education

Acknowledgments

This resource guide could not have been completed without the contributions of many individuals. Special thanks and recognition is extended to the following who gave not only their time and energy but also their expertise in working with the behaviorally disordered student.

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Consultant, Behavior Disorders
Georgia Department of Education

Brenda S. Bailey
Consultant, Psychological Services
Georgia Department of Education

Arthur E. Alper
Professor, Special Education
University of Georgia

Patty Higgins
Troup Area Director of Special Education

Fred Jefferson
Educational Coordinator
Project SPRING
Atlanta

William A. Keithcart
Program Coordinator
Community Adolescent Program
Brunswick

Trudy Seely
Liaison/Teacher
South DeKalb Children's Center
DeKalb County Schools

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Chapter I
Definition

A behavior disorder is characterzied by

- an inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers.
- an inability to learn which cannot be adequately explained by intellectual, sensory, neurophysiological or general health factors.
- consistent or chronic inappropriate type of behavior or feelings under normal conditions.
- displayed pervasive mood of unhappiness or depression.
- displayed tendency to develop physical symptoms, pains or unreasonable fears associated with personal or school problems.

A behaviorally disordered (BD) student is one who, after receiving regular education assistance, counseling, alternative placement and/or other procedures available to all students, still exhibits one or more of the above characteristics of sufficient duration, frequency and intensity that it interferes significantly with educational performance to the degree that provision of special education services is necessary. The student's difficulty is emotional/behavioral and cannot be adequately explained by intellectual, cultural, sensory, neurophysiological or general health factors.

Chapter II
Eligibility and Placement

A student may be considered for placement in a program for the behaviorally disordered based upon a comprehensive case study which shall include

- documentation of prior extension of services available in the regular program such as counseling, modifications of the regular program or alternative placement available to all students;
- psychological and educational evaluations;
- report of behavioral observations over a period of time;
- appropriate social history.

In addition, the placement committee minutes shall contain adequate documentation of the duration, frequency and intensity of one or more of the characteristics of behavior disorders.

The term does not include socially maladjusted students, unless it is determined that they are also behavior disordered. A student whose values (or behaviors) are in conflict with the school, home or community, or who has been adjudicated through the courts or other involvements with correctional agencies, is not automatically eligible for BD placement. Ordinary classroom behavior problems and social problems, such as delinquency and drug abuse, do not automatically qualify a student for BD placement.

Chapter III
Enrollment

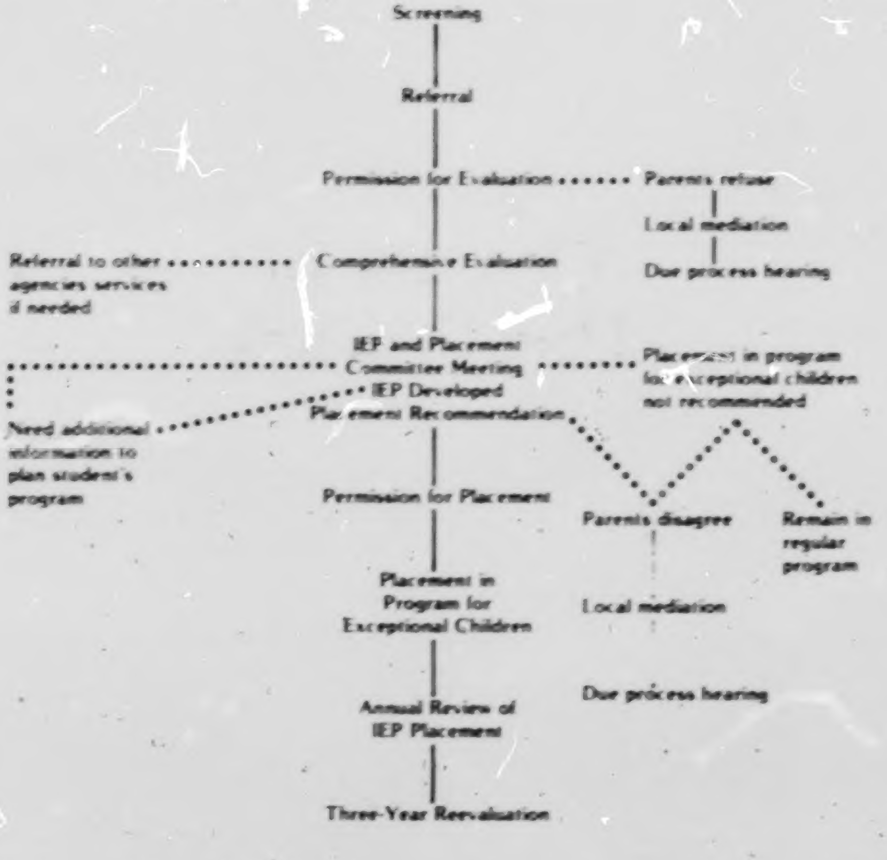
The recommended enrollment for behavior disorders should not exceed the following.

	Self-contained	Resource	Itinerant
Primary	8	24	20
Intermediate	10	24	20
Secondary	12	24	20

Chapter IV
Due Process

Introduction
Parents' and children's rights under P.L. 94-142 are protected through a procedural due process structure. The child, the parents and the schools are involved in the specifics of due process.

The following is a chart of due process procedures.


Screening
Referral
Permission for Evaluation
Parents refuse
Local mediation
Due process hearing
Referral to other agencies services if needed
Comprehensive Evaluation
IEP and Placement Committee Meeting
IEP Developed
Placement Recommendation
Placement in program for exceptional children not recommended
Need additional information to plan student's program
Permission for Placement
Parents disagree
Remain in regular program
Local mediation
Due process hearing
Placement in Program for Exceptional Children
Annual Review of IEP Placement
Three-Year Reevaluation

Screening

School systems, particularly school personnel, are encouraged to carefully consider each student individually in order to identify those who show consistent evidence of a problem(s) as stated in the definition and eligibility characteristics for the BD student.

A suggested method of screening is the in-school child study committee. This committee is usually composed of an administrator, a regular class teacher, the referring teacher, counselor, school psychologist and parents. The parents are informed of the committee and its functions, and permission for assessment is obtained.

The classroom teacher is crucial to the screening process and should be instructed in procedures for identifying and recording problem behaviors. Methods by which this instruction can take place are as follows.

- Information sheets distributed throughout the school system identifying characteristics of the BD students
- In-service training consisting of definition and eligibility criteria; behavioral rating scales and appropriate observation techniques (see Appendix D); specific intervention techniques that may be used by the classroom teacher in handling problem behaviors.

After identifying a student's behavior problem, the child study committee makes recommendations for the teacher to use in the classroom. After a specified period of time, the teacher will report back to the committee on the progress or lack of progress resulting from the modifications recommended by the committee. If the problem behavior has not significantly improved, other suggestions are made, or the student is referred to special education or other appropriate agencies.

Referral

Referral is the process whereby assessment of the abilities of a student is requested.

A standard referral system and form should be established in each local school district to ensure appropriate diagnosis relative to the referral problem. Referrals may originate from school personnel, parents or guardians, appropriate public agencies, the in-school screening committee or the students themselves.

Comprehensive Evaluation

- *Initial Evaluation*

  All children who are considered for special education shall be screened for possible hearing and vision difficulties prior to educational or psychological evaluations. If a problem is discovered, the psychologist is to be made aware of it. It is the psychologist who determines if the child can be tested using alternative evaluation instruments or if the psychological testing should be delayed until either further testing or corrections have been made.

  The evaluation shall include an individual psychological evaluation administered by a qualified psychologist or psychometrist, an academic assessment administered by either the school counselor, teacher or psychologist. It should include a history of past academic performance, a report of behavioral observations by as many individuals as deemed appropriate and a social history completed by either the school social worker, visiting teacher, guidance counselor, regular classroom teacher or whomever is designated by the local education agency.

- *Reevaluation*

  All children enrolled in programs for the behaviorally disordered shall be comprehensively reevaluated educationally and psychologically no later than three years after the last evaluation. The reevaluation will include all educational and psychological assessments initially administered. With the approval of the placement committee, the reevaluation may take place within three years upon the request of any person having authority to make an initial referral.

  Educational assessment and Individual Education Program (IEP) revision shall be made on an annual basis.

- *Signed Parental Consent*

  The local school system must have on file a signed, parental consent form before any child is singled out for any evaluation, other than routine screening of all students at some point in the school year (e.g., mass vision, dental, hearing, and speech screening unless parent has previously filed a form of protest). After a child is referred for evaluation, the local school system shall send to the parents of such a child a notice containing the following.

A statement that a referral has been made, including the name and position of the person making such referral (The principal of the child's school shall assure that the parents have been notified of referral prior to this notice).

A statement describing the evaluation process

A statement that the parents will be informed of the place and date when the evaluation will begin, and the willingness of the appropriate school official to meet with the parents to discuss the reasons for referral and the nature of the evaluation

A statement that the parents will be informed within a reasonable period, but not to exceed 30 school days, of the results of the evaluation after its completion and their right to challenge the results of the evaluation by presenting an independent evaluation by an approved examiner

A statement that the parents may be present at all placement committee meetings where the educational placement will be determined and that such meetings will be held at a pre-announced time

A statement indicating that the parents may agree to the evaluation of their child or may refuse such an evaluation. (The parent's decision must be clearly indicated on the form, signed by the parent and placed on file in the local school system.)

A description of all parent rights

A statement indicating that, in the event no response is received within 15 school days, an appropriate school official will contact the home to determine the reason for lack of response of the necessity of assigning a surrogate parent

A statement that no change will be made in the student's educational program until proper notification is given to parents and due process procedures are fulfilled

A statement that either party may appeal to the local system for mediation and to the State Hearing Review Board within 15 days of the parents' signed response, or lack of response, to the Parent Consent for Evaluation form (A sample of this form is included in Appendix B.)

Individual Education Program (IEP)

An IEP is developed for each handicapped child who is receiving or will receive special education. This requirement applies to all public agencies. The total IEP, including long-range goals and short-term objectives is developed prior to placement in a special education program.

The IEP shall be developed in an individualized planning conference initiated and conducted by the responsible agency.

A student should have one IEP, even if enrolled in two or more special education programs.

The IEP is an educational and related services plan and not a binding contract for which the agency is responsible if the child does not achieve the growth projected in the goals and objectives. However, the local education agency shall provide those services that are listed in a child's IEP.

- *Participants in Individualized Planning Conferences*

A representative of the school system other than the child's teacher who is qualified to provide or supervise the provision of special education

The child's teacher

One or both of the child's parents

The child when appropriate

Other individuals at the discretion of the agency

For a handicapped child evaluated for the first time a member of the evaluation team, a representative of the school system, the child's teacher or some other person who is knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluation

- *Content of IEP*

A statement of the child's present level of educational performance

A statement of annual goals including short-term instructional objectives

A statement of the specific special education and related services to be provided to the child and the extent to which the child will be able to participate in regular educational programs

The projected dates for initiation of services and the anticipated duration of the services

Appropriate objective criteria, evaluation procedures and schedules for determining on at least an annual basis, whether the short-term instructional objectives are being achieved

Special Education Placement Committee

A Special Education Placement Committee (SEPC) shall be formed in each local school system. The primary function of the committee, without limitation, is to recommend special education services for individual students.

The determination to place any child in a special education program shall be made only after careful review of all data pertaining to the child, including referral party's specific reasons for referral and all specific criteria included in each program area.

Special Education Placement Committe meeting minutes must be kept. Minutes are considered to be an official record of the placement committee meeting. This usually includes the following.

The behavioral characteristics leading to the referral

A brief synopsis of the child's needs including his/her strengths and weaknesses

A statement of previous educational interventions

The options considered to meet the child's needs

The specific recommendations and the reasons for the recommendations

In addition, the committee shall

provide recommendations to the Special Education Advisory Committee as to the establishment of appropriate educational programs for every exceptional student;

provide assurances to the local board that major goals of the child's educational program are outlined based upon the evaluative data;

provide assurances to the local board that a planned program is outlined for each child and is on file in the school.

Placement

No student shall be placed in a special education program until that student is the subject of a meeting of the Special Education Placement Committee which shall review all pertinent information and determine the appropriate program for that child.

The determination to place any child in a special education program shall not be made exclusively or principally upon results of tests administered during evaluation. All pertinent data on each child should be reviewed by the entire committee.

Upon the request of any person having the original authority to make initial referral, but no later than three years after the last placement decision, all children who are enrolled in special education programs shall be the subject of a meeting of the Special Education Placement Committee which will review all pertinent information and determine the appropriate programs for such children based upon the new information.

Any time a change in educational placement is contemplated, the pertinent information must be reviewed and the change approved by the placement committee and the child's parents.

All children who are evaluated for possible special education services shall be subject to review by the placement committee. All children who are recommended by the placement committee to be placed in a special education program shall have signed parental consent forms on file within the school system before placement can occur. Except for pre-placement evaluation and initial placement, consent may not be required as a condition of any benefit to the parent or child.

No later than 15 school days after a child has been recommended for placement, the local school system shall send to the parents of such a child a notice containing the following:

- A statement of the specific proposed placement with a description of the educational components or curriculum opportunities available within that program
- A statement that the placement committee minutes, school files, records and reports pertaining to the child will be available for inspection and for copying at reasonable costs
- A statement of the reasons for the proposed action, including specific tests or reports upon which the proposed action is based
- A statement of willingness of appropriate school officials to meet with the parents to discuss the reasons for the recommended placement, the nature of the placement and to resolve differences of opinion
- A description of all parent rights
- A statement that the burden of proof regarding the placement recommendation lies with the school system
- A statement that the parents may obtain for their child independent evaluation by a certified or licensed examiner
- A statement that no change will be made in the child's educational status until the proposed educational placement is accepted by both parties
- A statement that the parents may accept or reject the placement recommendation (The parents' decision must be clearly indicated on the form, signed by the parent and placed on file in the local school system.)
- A statement that either party may appeal the placement decision to the local and state hearing review boards within 15 days of the parents' signed negative response, or lack of response to the Parental Consent for Placement Form.
- A statement indicating that, in the event no response is received within 15 school days, an appropriate school offical will contact the home to determine the reasons for lack of response or the necessity for assigning a surrogate parent.

(A sample Parental Consent for Placement form is included in Appendix C.)

Confidentiality

- *Access Rights*

Each local school system shall permit parents to inspect and review periodically as possible, and not more than 45 days after the request has been made (and prior to any meeting regarding an IEP or hearing), any education records relating to their children which are collected, maintained or used by the agency. Upon request, parents may obtain copies of all data for a duplication fee; however, if they provide ample evidence of inability to pay such fee, the data will be provided free of charge. Access to such data, if requested, is the right of each parent and will not be denied by the school system due to physical limitation or geographical locations.

Each local school system will presume that the parent has the authority to inspect and review data relating to his or her child unless the system has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation and divorce.

Each local school system shall keep a record of parties obtaining access to data collected or maintained (except access by parents and authorized employees of the education agency), including the name of the party, the date access was given and the purpose for which the party was authorized to use the data.

If any record includes data on more than one child, the parents of those children shall have the right to inspect and review only the data relating to their child or to be informed of that specific data.

Upon request, the system shall provide parents a listing of the types and locations of data collected, maintained or used by the agency.

The parents have a right to have a representative inspect and review the records.

The parents have a right to request reasonable explanation and interpretation of records.

- *Consent*

Every effort shall be made to insure that the parent has been fully informed of the information in his or her native language, the parent understands and agrees in writing to the release of information and records shall be sent, and the parent understands that the granting of consent is voluntary on the part of the parent.

A signed parental consent form shall be obtained before disclosure of data to anyone or in any matter other than

parents or eligible students;

school officials, including teachers within the local education agency or legally constituted cooperating agencies; e.g., Severely Emotionally Disturbed centers, Cooperative Educational Services Agencies, shared services when access has legitimate educational purposes;

in connection with a student's application for or receipt of financial aid;

with the written approval of the local superintendent, organizations conducting a study on behalf of an education agency to develop, validate or administer predictive tests, to administer student aid or to improve instruction and when such information will be available only to those conducting the study, with all personally identifiable data destroyed at the conclusion of the study;

accreditation agencies;

in compliance with a judicial order;

authorized state or federal representatives evaluating or auditing federally supported educational programs;

the Office of Civil Rights;

officials of other schools or school systems in which the student seeks or intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired and have an opportunity for a hearing to challenge the content of the record.

- *Safeguards*

The superintendent or an official designated by the superintendent assumes the responsibility for assuring the confidentiality of any personally identifiable data.

All persons collecting or using personally identifiable data shall receive instruction regarding policies and procedures for use of data.

The system shall maintain for public inspection a current listing of the names and positions of those employees within the system who have access to personally identifiable data. This list should include teachers and administrators directly involved in the educational interest of the child and others as designated in writing by the superintendent under guidelines established by the local system.

Whenever educational records of a student are released, the local school shall

maintain a record of those who have had access to the educational records and for what purpose (except for teachers and administrators in the local school);

provide access to these records to parents or eligible students;

specify in writing that persons receiving such records shall not permit access by third parties without the written consent of the parent or eligible student.

Personally identifiable data used in making and maintaining placement in special education programs may be transferred to another school system or participating agency which the student plans to attend. The parent or eligible student shall be informed and, if desired, receive a copy of all information transmitted.

- *Destruction of Data*

When data is no longer needed to provide educational services for the child, all personally identifiable data (i.e., name of child, child's parents, family members, address of child) shall be destroyed as it is related to placement of the child in a special education program. This does not preclude that a permanent record consisting of a student's name, address, phone number, grades, attendance record, classes attended, grade level and year completed may not be maintained without time limitation.

Prior to destruction of data, reasonable efforts shall be made to notify parents of their right to be provided a copy of any data which has been obtained. The information must be destroyed at the request of the parents.

For information on Hearing Rights, see Georgia *Program for Exceptional Children Regulations and Procedures.*

Exit Criteria

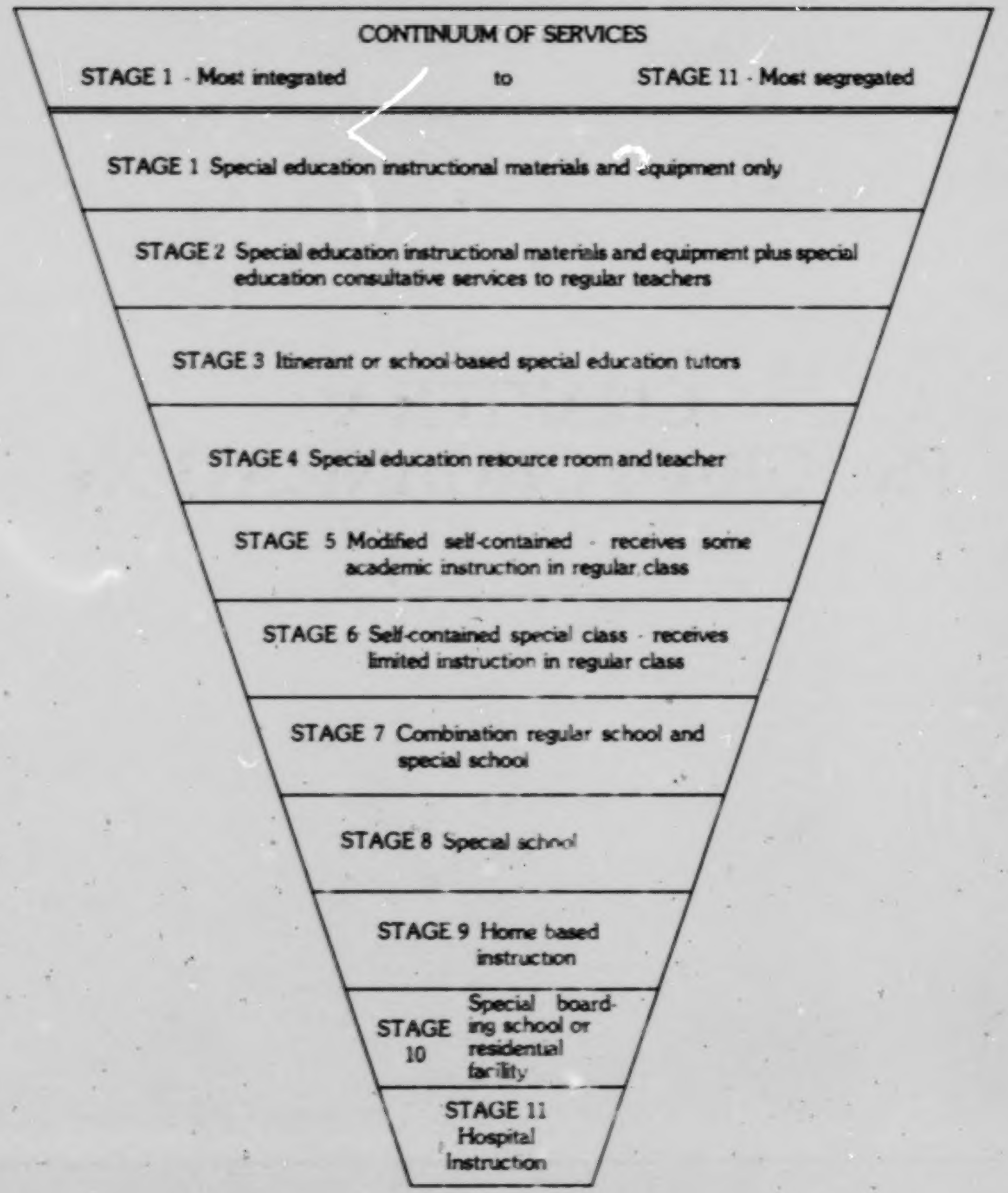
A student may be dismissed from the program when he/she demonstrates observable progress in modifying or eliminating entering behaviors to such a degree as to be able to function in a regular class without support from the BD program; transfers or withdraws from the public school program; exceeds school age.

The student is reassigned from one BD delivery model to another when he/she demonstrates progress or lack of progress which would indicate a need for another type of service within the school or community.

CHAPTER V
PROGRAM ORGANIZATION

Continuum of Services

A continuum of delivery systems should be made available to children identified as behaviorally disordered. The chart and explanation below indicates such a continuum of services that should be offered.



CONTINUUM OF SERVICES

STAGE 1 - Most integrated to STAGE 11 - Most segregated

STAGE 1 Special education instructional materials and equipment only

STAGE 2 Special education instructional materials and equipment plus special education consultative services to regular teachers

STAGE 3 Itinerant or school-based special education tutors

STAGE 4 Special education resource room and teacher

STAGE 5 Modified self-contained - receives some academic instruction in regular class

STAGE 6 Self-contained special class - receives limited instruction in regular class

STAGE 7 Combination regular school and special school

STAGE 8 Special school

STAGE 9 Home based instruction

STAGE 10 Special boarding school or residential facility

STAGE 11 Hospital Instruction

- *Regular Classroom*

STAGE 1-2

The student is enrolled in a regular classroom and receives his/her instruction from regular education. Consultants, special education teachers, psychologists or other qualified school personnel provide the regular classroom teacher with curriculum suggestions and behavioral management techniques. This plan is feasible for any type of student who can succeed in the regular classroom when modifications are made in the regular classroom.

STAGE 3

The student is enrolled in a regular classroom and receives most of his/her instruction from regular education. In addition, the students may receive tutoring or counseling by a behavior disorders teacher, trained paraprofessional, remedial teacher, school counselor or mental health counselor. The regular classroom teacher will also receive curriculum and behavioral management suggestions through consultation. This plan will provide the child one-to-one contact to enhance his/her ability to achieve in the regular classroom.

This type of plan is feasible for the student who can succeed in the regular classroom when provided a small amount of individual attention and emotional support, as well as modifications within the regular classroom.

- *The Resource Room*

STAGE 4

The student is enrolled in a regular classroom and receives much of his/her instruction from regular education. In addition, the student attends a behavior disordered resource class which provides the student with an opportunity to receive both academic instruction and emotional support. The resource room teacher also provides the regular classroom teacher with curriculum suggestions and behavioral management techniques. This program will allow close association between the special class teacher and all other regular school personnel. This plan is feasible for any type of student who can succeed in the regular classroom when provided a reasonable amount of extra assistance.

- *The Self-Contained Class*

STAGE 5

This situation provides a structured classroom setting and adjusted curriculum for those students who are experiencing difficulty in functioning within the regular classroom. In this situation students are enrolled in special classes for at least one-half of the school day, but receive part of their academic instruction in the regular grades. In this way, exceptional students are to varying extents integrated into regular education.

STAGE 6

The self-contained class for the behaviorally disordered student is a situation in which the student spends all of the school day separated from his "normal" peers. The self-contained classroom will provide a more structured classroom environment and adjusted curriculum for those students who are experiencing severe difficulties functioning in a regular classroom. A full-time aide is recommended for this program. It must be understood that students being served in full-time classes should be phased back into the regular school program for activities and academic instruction as they are able to function acceptably.

- *Special School*

STAGE 7-8

A behaviorally disordered student may spend all or part of the school day in a special school away from his/her home school. The special school will provide smaller classes which are more structured and provide an adjusted curriculum for those students who have severe difficulties functioning in the regular school environment. A child may be enrolled in a regular class and/or a special education class within his/her regular school for the remainder of the day or may be enrolled full-time in the special school. The psychoeducational center network is an example of the special school and the type relationships that are possible within the regular school.

- *Homebased, Residential or Hospital Instruction*

STAGE 9-11

Although these services are necessary in certain instances, they should be used only for students who have demonstrated an inability to profit from the previously mentioned programs or for students who are temporarily unable to attend public school programs for the behaviorally disordered.

Delivery Models

A continuum of delivery systems shall be made available to students identified as behaviorally disordered whether elementary, intermediate or secondary. These shall include resource, modified self-contained, special schools, multisystem and residential programs.

- *Direct Services*

Categorical Resource Program — Students with mild to moderate behavior disorders may be enrolled in a regular classroom in a designated school but also receive special instruction in a resource program. A resource program is further defined as one in which the students are enrolled in the regular program while receiving special education services for less than one-half of the school day. The types of resource programs shall include but not necessarily be limited to, the following.

Resource Room

A designated classroom to which the students come for instruction. The resource room model assumes that the resource teacher and the regular education teacher cooperate in planning the student's total instructional program. The hourly caseload should not exceed six students. The maximum caseload should not exceed 24. The resource teacher should be scheduled a planning hour for observation, evaluation and work and coordination with regular classroom teachers.

Resource Teacher

The resource teacher works with the identified students or regular teacher within the actual regular classroom setting. The maximum caseload should not exceed 24. The resource teacher should be scheduled a planning hour for observation, evaluation, and work and coordination with regular classroom teachers.

Itinerant Program

An itinerant special education program provides instructional programs to students in more than one school. The itinerant program assists exceptional students and their regular teachers on a rotating schedule. The services may include counseling, tutoring, consultation and resource room classes. The maximum caseload should not exceed 20. The resource teacher should be scheduled a planning hour for observation, evaluation, and work and coordination with regular classroom teachers.

Interrelated Resource Program — The term interrelated refers to a combination program in which a teacher works with students who are mildly specifically learning disabled, behaviorally disordered and/or educable mentally retarded. The student should meet the eligibility criteria as outlined in each program area. The recommended enrollment in this program should not exceed 24. Due process guidelines, including individual assessment, shall be followed. The determination to place any student in a special education program shall not be made exclusively or principally upon results of tests administered during evaluation. All pertinent data on each child should be reviewed by the entire placement committee. Cognitive and adaptive behavior criteria shall be considered.

Self-Contained Program — Students who require a more structured program over a longer period of time may be enrolled in a self-contained program designed specifically for that exceptionality. A self-contained program for the moderately or severely behaviorally disordered is defined as one in which the students spend one-half or more of the instructional day within the program. The chronological age range of these children shall not exceed three years. The maximum enrollment should not exceed the following.

Primary	8
Intermediate	10
Secondary	12

Modified Self-Contained Program — A modified self-contained program for the moderately to severely handicapped is defined as one in which the special education teacher integrates the students into parts of the regular class curriculum. The integration should be based on a reasonable expectation that the student will benefit academically, socially, emotionally and vocationally by such regular class participation. The special education teacher acts as a liaison person to help the handicapped student function comfortably within the regular classroom setting. The maximum enrollment should not exceed the following.

Primary	8
Intermediate	10
Secondary	12

- *Indirect Delivery Models*

Related Vocational Instructional (RVI) Program is defined as one which provides support services to handicapped secondary students enrolled in reimbursable vocational education programs. The recommended caseload for this program is limited to 22 students. The RVI teacher acts as a liaison person to help the handicapped student function within the regular vocational education program.

Multisystem Program

Special arrangements may be developed among systems to use more than one of the previously described models. The multisystem program will be particularly applicable to low prevalence exceptionalities such as severely behaviorally disordered. A student who is severely behaviorally disordered or severely emotionally disturbed may be referred to a Center for Severely Emotionally Disturbed Children if they meet the following criteria.

All centers shall accept children ages 3-16 years. Infants from three months to three years shall be served by the center staff in well-baby clinics, community service centers, in parents' homes or in center classes.

The major admission requirements will be the presence of an emotional disturbance or behavior disorder severe enough to require a special child treatment program or a special education program not available in the public school or the community. Children with secondary handicapping conditions such as mental retardation, learning disability, neurological disability, hearing loss or developmental delay will be accepted if the primary disability is a severe emotional disturbance or behavior disorder. Children who have mild to moderate behavior or discipline problems are not eligible.

Based upon psychological or psychiatric evaluation and appropriate psychoeducational center staffing, one or more of the following characteristics exhibited by the children may be regarded as eligibility for placement.

Severe emotional disturbance such as, but not limited to, childhood schizophrenia, severe emotional deprivation and adjustment reactions

Severe behavioral disorders such as, but not limited to, autism, neurological impairment, cultural deprivation and developmental lag

Severe school-related maladjustment such as, but not limited to, behavior, socialization, communication and academic skills.

The intended population is the severely disturbed student, not solely the defiant, socially maladjusted, adjudicated student. And the definition specifically excludes the aforementioned population unless it is determined that the student is also severely emotionally disturbed.

Special School Program

In instances when students cannot function in a regular school setting, special programs should be provided.

Residential Program

Special programs for students with severe handicaps are operated in residential facilities under the auspices of the local school system in which the facility is located, or under special provisions approved by the State Board of Education. Because of the nature of the residential situation, special consideration may be given to variations from policies for programs in the public school system. A complete program of educating severely handicapped children in residential centers shall involve teachers and specialists.

Extended Service to Regular Education Students

For some regular education children, a behavior problem may be temporary and transitory as a direct result of a crisis in the child's life, such as death in the family, separation or divorce of parents, or another stress provoking situation which could not be determined by looking at the child's behavioral history. Although not eligible for the monthly or December 1 counts, these children may be given support to resolve these problems while still enrolled in the regular education program. This service is only intended for acute problems and is not meant to replace the normal due process procedures which should be operating for students who have a history of personal and social maladaptation. The following provisions shall be adhered to.

Prior to any interim service, there should be definite attempts to notify the parent during the school day. These should be documented. In any case, parental consent must be obtained within 24 hours. The consent form must include a statement of the reason(s) for services and signatures of those recommending interim services. This form shall include the name of at least three persons recommending the service and should include the referral source, the director of special education, special education teacher or principal.

Since such services are not intended as an alternative to due process procedures if such services extend more than five days or are the second occurrence of a similar nature, for services to be continued, procedural due process shall be initiated and completed within 20 days.

During the period of service, the teacher of behavior disordered students will provide direct service, as well as coordinate the support and guidance of the regular classroom teacher(s) and principal in dealing with the student's problems.

The direct service provided to the regular education student through crisis intervention shall not supplant the direct services to fully due processed behaviorally disordered students nor will it affect the normal caseload. Any crisis intervention service provided to a regular education student will be above the normal caseload for the teacher.

Facilities

State guidelines are as follows.

The school system shall provide a classroom of suitable size in a distraction-free area, as required by the type of program or services to be established. It should have appropriate furniture, materials, supplies and equipment to meet the needs of the class or individual children to be served.

For a self-contained or diagnostic class, the standard size (750 sq. feet) is suitable.

For a resource program, the room should be at least 350 square feet or larger, depending upon the number of students being served at any one time, the kind and amount of furniture and equipment required and the necessity for storage capabilities.

For children with special physical needs, the classroom should be easily accessible to an outside entrance, the school cafeteria, library and office. It should have its own restroom facilities or facilities should be provided immediately adjacent to the special classroom. Such classes should be in schools which meet standards for public schools in Georgia

Instructional space for exceptional children shall comply with the state standards. Adequate storage and shelving should be provided. It is strongly recommended that mobile or portable classrooms be used only when regular education classes are also housed within such classrooms.

New construction, renovation and consolidation of facilities should be undertaken only with the approval of the School Facilities Section, Georgia Department of Education.

In-service

General Orientation

At the beginning of each year, training should be scheduled for all teachers and administrators to give them general information concerning the identification of behaviorally disordered children, the referral process and the program offerings within the school system and community.

Specific In-service Meetings

After conducting a needs assessment, training sessions to meet the need may be scheduled for individual faculties, small groups or the total staff. These sessions may include topics pertaining to classroom management, how to motivate students, how to develop listening skills and how to work with parents. Such sessions will be designed to teach the regular school staff techniques to prevent outbreaks or acceleration of behavior problems with BD students.

Team Meetings

Training may be arranged for all personnel working with a specific student. This training might provide in-service in the areas of programming for a particular type of behavior problem or ways to function more effectively as a team.

Task Force Meeting

In many systems, special education teachers meet on a regularly scheduled basis. These meetings offer an opportunity to support and learn from each other, as well as to introduce new and effective educational approaches, materials or research results. Meetings of this nature are essential for keeping the staff informed of new developments in the field of behavior disorders.

Regional, State, National In-service

Invaluable information may be gained at training provided outside the school system. Such training may be provided by the state education department, Georgia Learning Resources System, psychoeducational centers, Council for Exceptional Children, Council for Children with Behavior Disorders, or advocacy groups. The program of the local school system is greatly enhanced when teachers attend such training, and most systems provide release time and reimbursement for teachers.

CHAPTER VI

INSTRUCTIONAL PROGRAM

Philosophy

The primary goal of a special education program for students with behavior disorders should be to effect a positive change in students' behavior so that they may return to the regular instructional program as soon as possible. Major components to effect change in behavior should be the integration of the students' academic and affective programs. Every effort should be made to ensure that the instructional program is an integral part of the school, home and community.

Programs for behavior disordered students should be structured, consistent, motivational and task oriented in approach, providing successful experiences for students, as well as meaningful academic experiences. Group as well as individual instruction should be used whenever possible to help students develop interpersonal and social skills vital to their interaction in the school, home and community.

The Affective Program

Frequently emotional and behavioral problems significantly interfere with a child's ability to function effectively in the school environment. Consequently, inadequacies in the affective domain must be addressed in order for the child to progress academically. The affective curriculum is designed to help meet the social and emotional needs of children and may include, but is not limited to, the following components.

The development of a clear sense of self in relation to the environment

The development of a positive self concept

The ability to recognize and accept feelings in self and others

The ability to appropriately express feelings

The ability to perceive and understand cause and effect relationships

The ability to determine alternatives and choose appropriate responses

The ability to understand and accept responsibility for one's behavior

The ability to set realistic personal goals.

The development of effective coping skills.

The development of effective decision making and problem-solving skills

The ability to establish and maintain effective interpersonal relationships

The ability to contribute to and gain satisfaction from the group process

(Suggested materials for the affective curriculum are included in Appendix F.)

The Academic Program

The academic program must, of necessity, be tailored to the needs of the individual student. Since the ultimate goal is to integrate the child into the regular school program, the individualized program should correspond as much as possible to the regular school curriculum. A major responsibility of the teacher of children with behavior disorders is to assess each child's instructional needs, establish instructional objectives and choose appropriate methods and materials to meet these objectives.

(Suggested materials for the academic curriculum are included in Appendix G.)

Chapter VII
Transportation

State Guidelines

Transportation for handicapped students shall be provided in accordance with established policy.

Vehicles to be used to transport exceptional children should be appropriately modified as dictated by the specific needs of the students. This may include such equipment as power lifts, wheelchair fasteners, special seat belts, harnesses, etc.

Provision shall be made for adequate supervision of all exceptional children while they are being transported. This may entail the use of a teacher aide if the physical or mental problems of the children indicate a need for more supervision than can be provided by the driver.

Transportation Considerations

Behaviorally disordered students typically have anxiety and tolerance-related problems and, therefore, extended travel may produce an emotional or behavioral crisis.

In establishing transportation for the behaviorally disordered student, the following should be considered.

- Regular school buses

  Advantages

  - Mainstreaming opportunity
  - Cost

  Disadvantages

  - It may "set the student up" for a crisis
  - The student's behavior may have a contagion effect on other students
  - Rigid bus schedules may interfere with flexible classroom programming

- Mini-buses

  Advantages

  - Flexibility
  - More structure

  Disadvantages

  - More restrictive

- Cars provided by parents or service groups

  Advantages

  - Flexibility

  Disadvantages

  - Lack of consistency
  - Added cost
  - More restrictive
  - Insurance problems

Chapter VIII
Teacher Training Programs

Teacher Certification

To add to T-4 certificates 40 quarter hours must be distributed as follows.

Five quarter hours in Introduction to Exceptional Children or Psychology of the Exceptional Child

Five quarter hours in the Nature or Characteristics of Children with Emotional Disturbances or Behavior Disorders

Five quarter hours in Methods and Materials for Teaching Children with Emotional Disturbances or Behavior Disorders

Ten quarter hours in a Supervised Internship of Children with Emotional Disturbances or Behavior Disorders

Five quarter hours in the Teaching of Reading

Ten quarter hours selected from the following, with a maximum of five quarters hours in any area

Abnormal Psychology

Behavior Modification and/or Management of Exceptional Children

Tests and Measurements

For the interrelated special education teacher to add to a T-4 in mental retardation, learning disabilities or behavior disorders there are two plans.

Plan I — 15 quarter hours of undergraduate or graduate work as is appropriate which provides coverage of Characteristics of Children with Mild Handicapping Conditions, Methods and Materials of Teaching Children with Mild Handicapping Conditions, A Supervised Practicum with Mildly Handicapped Children which cut across the three areas of LD, BD and MR and five quarter hours in the Teaching of Reading.

Plan II — Five quarter hours in Nature or Characteristics, five quarter hours in Methods and Materials, five quarter hours of practicum and five quarter hours in the Teaching of Reading. The 15 quarter hour sequence must be in the same program area and must be in one of the two areas not covered by the existing certificate.

Qualification for a Professional Five-Year (T-5) Certificate are as follows.

Eligibility for the T-4 Certificate in the same field

Ten quarter hours in professional education courses dealing with the nature of the learner and the psychology of learning and dealing with the program of the school and the problems of the school

Twenty-five quarter hours in subject matter or content courses dealing with the specific field in which the certificate is to be issued

If the applicant is eligible for the T-4 certificate in another field, the T-5 certificate for one of these special education fields may be issued upon completion of the requirements outlined above, providing the applicant has the combined undergraduate and graduate courses which meet the "teaching field" requirements specified by the T-4 certificate in the special education field, plus five quarter hours in Methods and Materials for teaching in the specific field and five quarter hours in a supervised practicum or internship in the specific field.

Teacher Competencies

The education of behaviorally disordered students is very complex and requires a vast array of teacher competencies to appropriately and adequately serve those students. In working with behaviorally disordered students it is not suggested that one teaching method be singled out as superior but that a vast assortment of methods be used to reach each student as effectively as possible. However, minimum competencies suggested for all teachers of behaviorally disordered students are as follows.

A knowledge of the behavioral characteristics of the behaviorally disordered student — an understanding of normal and abnormal growth and development and a knowledge of behavioral management strategies and their effect on behaviorally disordered students

A knowledge of the academic characteristics of the behaviorally disordered student — a knowledge of regular curriculum and skills in adapting same to needs of the individual, a knowledge of individualized instruction and a knowledge of academic strategies to maximize academic achievement

A knowledge of evaluative and diagnostic instruments as to their utility in appropriate programming — the ability to apply informal methods of academic and behavioral evaluation

A knowledge of educational resources to facilitate behavioral and academic goals

A knowledge of how to establish a non-threatening, positive, supportive environment

A knowledge of professional strategies to be used with administrators, regular education teachers, community leaders, parents, etc. — an ability to establish and maintain good working relationships with other professional workers such as teachers, social workers and psychological personnel, an ability to interpret special programs and the problems of behaviorally disordered students to regular school personnel and parents, an ability to understand one's own needs, motives, difficulties, values and emotional problems, an understanding of one's own limitations and the ability to work within these limits without personal guilt, an ability to demonstrate vitality, enthusiasm, emotional energy and resiliency, high frustration threshold and endurance and an ability to demonstrate good judgement or sense of humor, adaptability and flexibility

A knowledge of federal, state and local policies governing behaviorally disordered students

Approved Special Education Programs Currently Offered By Georgia Colleges and Universities (November 1979)

ALBANY STATE COLLEGE
Chairperson
Department of Psychology
504 College Dr.
Albany, Ga. 31605

Undergraduate Level (T-4)
Mental Retardation (Educable)

ARMSTRONG STATE COLLEGE
Chairperson
Department of Education
11935 Abercorn St.
Savannah, Ga.
(912) 927-5280

Undergraduate Level (T-4)
Speech Impaired

Graduate Level (T-5)
Emotionally Disturbed (Joint program with Savannah State College)

ATLANTA UNIVERSITY
Chairperson
Special Education Department
223 Chestnut St.
Atlanta, Ga. 30314
(404) 525-8234

Graduate Level (T-5)
Mental Retardation (Educable)
Mental Retardation (Trainable)
Interrelated
Behavior Disorders
Learning Disabilities

Post Master Level (T-6)
Interrelated
Mental Retardation (Educable)
Learning Disabilities

AUGUSTA COLLEGE
Chairperson
Special Education Department
Augusta, Ga. 30904
(404) 828-3601

Undergraduate Level (T-4)
Mental Retardation (Educable)
Mental Retardation (Trainable)
(Certification)

Graduate Level (T-5)
Mental Retardation (Educable)
Mental Retardation (Trainable)

BRENAU COLLEGE
Chairperson
Division of Education and Graduate Study
Gainesville, Ga. 30501
(404) 532-4341, ext. 231 or 242

Undergraduate Level (T-4)
Mental Retardation (Educable)
Mental Retardation (Trainable)

Courses offered in

Behavior Disorders
Learning Disabilities
Physically Handicapped

Graduate Level (T-5)
Learning Disabilities

COLUMBUS COLLEGE
Chairperson
Special Education Department
Columbus, Ga. 31907
(404) 568-2251

Undergraduate Level (T-4)
Mental Retardation (Educable)
Mental Retardation (Trainable)

Graduate Level (T-5)
Mental Retardation (Educable)
Mental Retardation (Trainable)
Learning Disabilities
Behavior Disorders
Gifted (certification)
Interrelated
Hospital/Homebound (certification)

EMORY UNIVERSITY
Chairperson
Graduate Program of Communicative Disorders
P. O. Box Drawer WW
Atlanta, Ga. 30322
(404) 329-7790

Graduate Level (T-5)
Audiology
Speech Impaired
Learning Disabilities

GEORGIA COLLEGE
Chairperson
School of Education
Milledgeville, Ga. 31061
(912) 453-4577

Undergraduate Level (T-4)
Mental Retardation (Educable)
Mental Retardation (Trainable)

Graduate Level (T-5)
Mental Retardation (Educable)
Mental Retardation (Trainable)
Specific Learning Disabilities
Behavior Disorders
Gifted (Certification)

GEORGIA SOUTHERN COLLEGE
Chairperson
Special Education Department
Statesboro, Ga. 30459
(912) 681-5596

Undergraduate Level (T-4)
Mental Retardation (Educable)

Graduate Level (T-5)
Mental Retardation (Educable)
Mental Retardation (Trainable)
Learning Disabilities
Behavior Disorders

GEORGIA SOUTHWESTERN COLLEGE
Chairperson
Department of Education
Americus, Ga. 31709
(912) 928-1283

GEORGIA STATE UNIVERSITY
Chairperson
Department of Special Education
University Plaza
Atlanta, Ga. 30303
(404) 658-2543

Undergraduate Level (T-4)
Course Work Available (Minor)

Graduate Level (T-5)
Mildly Handicapped
Prevocational/Career Education
Behavior Disorders
Interrelated
Learning Disabilities
Visual Impairment
Deaf Education (Hearing Impaired)
Early Childhood (Special Education)
Speech Pathology
Hospital/Homebound (Certification)
Gifted Education
Moderately/Severely Handicapped
Hearing Impaired

Post Master Level - Ed.S. T-6)
Education Specialist in:

Special Education Administration
Mental Retardation
Behavior Disorders
Learning Disabilities
Visually Impaired

Doctoral Level
Interrelated with specialization in:

Special Education Administration
Mental Retardation
Behavior Disorders
Learning Disabilities
Gifted Education
Early Childhood Special Education

MERCER UNIVERSITY
Chairperson
Special Education
Macon, Ga. 31207
(912) 745-6811, ext. 207

Undergraduate Level (T-4)
Mental Retardation

Graduate Level (T-5)
Interrelated

MORRIS BROWN COLLEGE
Chairperson
Department of Education and Psychology
Box 302
643 Martin Luther King Dr., S.W.
Atlanta, Ga. 30314
(404) 525-7831, ext. 38

Undergraduate Level (T-4)
Mental Retardation (Educable)
Mental Retardation (Trainable)

NORTH GEORGIA COLLEGE
Chairperson
Special Education Department
Dahlonega, Ga. 30533
(404) 864-3391, ext. 310 or 311

Undergraduate Level (T-4)
Mental Retardation (Educable)
Mental Retardation (Trainable)

Graduate Level (T-5)
Mental Retardation
Learning Disabilities
Behavior Disorders
Interrelated
Hospital/Homebound (Endorsement)
Gifted Education (Endorsement)

UNIVERSITY OF GEORGIA

Chairperson
Division for Exceptional Children
570 Aderhold Hall
Athens, Ga. 30602
(404) 542-1685, ext. 31, 33 or 34

Undergraduate Level (T-4)
Mental Retardation (Educable)
Mental Retardation (Trainable)

Graduate Level (T-5)
Director of Special Education
Mental Retardation (Educable)
Mental Retardation (Trainable)
Speech Pathology
Multihandicapped
Behavior Disorders
Learning Disabilities
Audiology
Gifted
Early Childhood (Special Education)
Hospital/Homebound (Certification)

Graduate Level (T-6)
Mental Retardation (EMR/TMR)
Behavior Disorders
Learning Disabilities

Doctoral Level
Exceptional Children
Behavior Disorders
Speech Pathology
Mental Retardation
Administration
Early Childhood Education

VALDOSTA STATE COLLEGE

Chairperson
Special Education Department
Valdosta, Ga. 31601
(912) 247-3270

Undergraduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)
Hospital/Homebound
Gifted

Graduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)
Early Childhood Education
Behavior Disorders
Learning Disabilities

Course sequence for certification offered

Hospital/Homebound
Gifted

Basic Coursework

Special Education Administration
Multihandicapped
Deaf Education
Gifted

Post Master Level
Education Specialist in Special Education (extension of the T-5 in MR, LD, BD, DE, and MH)

WEST GEORGIA COLLEGE

Chairperson
Department of Education
Carrollton, Ga. 30117
(404) 834-1332

Undergraduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)
Early Childhood Education

Graduate Level
Mental Retardation (Educable)
Mental Retardation (Trainable)
Learning Disabilities
Behavior Disorders
Interrelated
Gifted (endorsement)
Administration
Early Childhood Education
Deaf Education (endorsement)

Chapter IX
Support Services

In providing services to behaviorally disordered students, it is apparent that many of these students are in need of additional services. These services can be found in the following resources.

- **Local School Services**

  School Guidance Counselor — School guidance counselors participate in screening, referral and placement processes for students within the school. They observe and often participate in behavior management planning sessions with teachers, as well as consult with teachers with regard to specific intervention techniques with students. For crisis situations they provide individual counseling and guidance sessions and conduct long-term group or individual counseling sessions for students who need continuous support.

  School Social Worker/Visiting Teacher — School social workers function as liaisons between the school and the home and community. They are primarily concerned with coordinating services to the student and family with regard to community and school resources. Family counseling sessions are at times initiated to assist the family in management techniques. They also become school contact persons to medical and social agencies and provide assistance to students to facilitate their return to the school program and regular class placement.

  School Psychologist/Psychometrist — The role of school psychologists involves consultation with school personnel and parents, individual evaluation and counseling with students and parents. Also, psychologists are often involved in in-service activities for regular and special education teachers. In many systems, the psychologist serves on a committee of school personnel which considers children who are experiencing difficulties. In devising an early identification program, psychologists may advise child study teams on the selection and use of appropriate screening instruments and techniques. They participate in gathering data about individual students and present this information in the form of psychological reports. This report helps to clarify a child's situation and to generate further discussion which promotes a better understanding of the child. For those children who are experiencing behavior problems, the psychologist participates in the design of a program for behavior management and instruction.

- **Multidistrict Services**

  Centers for Severely Emotionally Disturbed Children (Psychoeducational Center Network) — The SED centers are multidistrict programs designed to serve a low incidence population. The projected population for SED is one-half percent of the population, ages 0-18. There are currently 24 centers, each with satellite services providing non-residential, community-based services including diagnostic, educational and psychiatric assessment and remedial services such as special education classes, individual group therapy and parent services.

  Each center is responsible for serving children, ages 0 through 18, who are severely emotionally disturbed or behaviorally disordered. The major admission requirement is the presence in a student of an emotional or behavioral disorder severe enough to require a special child treatment program or a special education program not available in the public school or community. Children who have mild to moderate behavior problems or discipline problems are not eligible. These children eligible for SED center services are characterized by

  > severe emotional disturbance such as, but not limited to, childhood schizophrenia, severe emotional deprivation and adjustment reactions;
  >
  > severe behavioral disorders such as, but not limited to, autism, neurological impairment, cultural deprivation and developmental lag.
  >
  > severe school-related maladjustment such as, but not limited to, behavior, socialization, communication and academic skills.

  At all centers referrals are accepted from, but not limited to, early childhood programs, private day care programs, community service centers, well-baby clinics, kindergartens, public schools, parents and other child-serving agencies and physicians.

  For additional information, contact the Coordinator, Centers for Severely Emotionally Disturbed, Georgia Department of Education, State Office Building, Atlanta, Georgia 30334, or call (404) 656-2425.

Georgia Learning Resources System (GLRS)

GLRS maintains an instructional materials center where special educators can preview and borrow materials. The collection includes diagnostic materials, teacher training and professional materials and child-use instructional materials. Materials are loaned on a short-term basis to provide educational intervention for particular children, to be used by teachers for trial or preview or to help facilitate selection and purchase decisions.

GLRS provides in-service training through workshops and conferences on effective use of media and educational equipment, new teaching techniques and methods and innovative instructional materials. Every effort is made to provide workshops which directly relate to the identified needs or interests of each school system.

GLRS maintains a videotape collection of outstanding special education workshops which have been conducted throughout Georgia. In addition, exemplary special classrooms can be videotaped. These tapes may be borrowed for workshops, in-service meetings or individual previewing.

GLRS sponsors various special projects to introduce innovative ideas and materials being used successfully with exceptional children across the nation. The Select-Ed Prescriptive Materials Retrieval System, Computer-Based Resource Units (CBRU), Educational Research Information Center (ERIC), Materials Analysis and Retrieval System (MARS) and the Master-Teacher Model are some of the educational innovations which GLRS has introduced to Georgia educators.

GLRS acts as an information interchange network. Information is disseminated to special educators about the various areas of exceptionality, about programs and services offered to exceptional children in Georgia and about meetings and conferences of interest to special educators.

GLRS provides information and referral for diagnostic services and educational planning for the severely handicapped child.

Chapter X
Parent Involvement

A behaviorally disordered student typically has problems not only at school but also in the home and community. The behaviorally disordered student only spends a small portion of his/her day in a school program and it is, therefore, presumptuous to assume that school initiated programs to effect change in the problem behaviors of the student can and will occur regardless of what happens away from school. It is evident there needs to be a coordination of activities at school, at home and in the community if there is to be a significant change in the problem behavior(s).

The role and responsibility of the teacher of behaviorally disordered students is primarily direct service and coordination of activities at school for students. The teacher does not have the authority or direct responsibility for the activities in the students' home or community. Consequently, the teacher is in a dilemma over the total needs of students and the actual limitations of his/her job function.

It, therefore, becomes the adjuvant role of the teacher to establish and foster an honest, open communication system with the parent(s) in order to more closely align the activities at school with the activities at home and in the community.

In order to establish and foster a better communication system with parents, the following procedures are recommended.

- *Fully inform parents of all due process standards.* It is at this point that honest and open communications begin. The teacher should take the time to fully and thoroughly explain what is meant by each right established under due process and how it affects each parent. Due process standards are for the protection of everyone and it, therefore, is to the advantage of not only the parent but also the teacher to fully understand what is happening and why.
- *Parents should be encouraged to participate in all meetings concerning their child.* In setting up the meetings consideration should be given to the employment situation of the parents, and attempts should be made to select a mutually agreeable time and location for the meeting. As much notice as possible should be given to the parent to allow for conflicting schedules to be rearranged.
- *Teachers should communicate often and openly with parents concerning exactly what is happening in the classroom and the program.* A teacher should be sensitive to parents and use words and language they can understand. The teacher should not use "educationese" and acronyms to make the classroom and program mystical and unapproachable. Parents will be much more supportive of the program if they understand it and feel they are part of it rather than the recipient of only the results of it.
- *Parents should be informed of specific techniques they might use at home to manage their child.* This not only will be directly beneficial to the parents in management problems with their child but will also enable a consistent and continuous approach to be developed at school, at home and, hopefully, within the community. The parents become part of the active process, thus strengthening the total program for students plus relieving anxiety over problem behaviors at home.

Chapter XI
Program Evaluation

Program evaluation is useful for determining areas of program strength and weakness. The following program assessment checklist suggests areas that should be considered.

	Yes	No	Comments
Eligibility Children are of legal school age			
All children are placed on basis of comprehensive evaluation consisting of Individual psychological			
Academic assessment			
Behavioral observations			
Appropriate social history			
Placement Committee minutes contain documentation of one or more of the eligibility requirements for BD placement			
Due Process Procedures Hearing/vision screening prior to evaluation			
Parental consent prior to evaluation			
Student subject of Special Education Placement Committee			
Placement committee meeting minutes are kept			
Parents are involved in placement decision and development of the IEP			
IEP complete (only one IEP, reflecting all services, per student)			
Due process forms include all parental rights required by P.L. 94-142.			
Annual review of IEP			
Confidentiality procedures are adequate			
Comprehensive Program and Services An appropriate program of instructional services is available at the elementary, middle and high school levels			
Referral system clearly explained to classroom teachers and other special education personnel			
Two percent incidence figure of total school population			

	Yes	No	Comments
Support services appropriate to students are available as follows. Transportation			
Social worker			
Psychologist/psychometrist			
Related vocational instruction (RVI)			
Psychoeducational center (SED)			
Crisis intervention services			
Program Management Classload within each delivery system within state recommended maximums			
Adequate time allowed for teacher consultation			
Adequate staff development/in-service program			
All BD teachers have valid Georgia teaching certificates with certification in either BD or interrelated			
Paraprofessionals, if available, are appropriately licensed			
Programs and Services The instructional program provides each student with academic and social skills leading to independence as an adult			
Teachers incorporate assessment information, instructional objectives and evaluation data in the instructional program			
A complete Individualized Educational Program (IEP) written for each student enrolled in an approved program is available			
The IEP includes a psychological, social-behavioral assessment, academic evaluation, an outline of the education program and a plan to return the student to the regular school program			
There is evidence that the teacher maintains periodic records of each student's academic and social progress			
There is evidence of periodic reporting to the parents regarding the student's progress			

	Yes	No	Comments
Housing, Facilities, Equipment and Materials Each BD class is housed in a building for non-handicapped children of comparable school age			
Adequate materials are available			
BD facilities are large enough to accommodate special equipment, teaching materials and individualized and small group instruction			
Resource areas of the school such as the library, gymnasium, art room and auditorium are available for the program			
When necessary, programs are accessible and architecturally barrier-free			
Evaluation There are valid and feasible procedures for evaluating teacher effectiveness			
There are valid and feasible procedures to evaluate student progress			

Chapter XII
Professional Organizations

National Agencies and Organizations

American Academy of Child Psychiatry (AACP)
1424 16th St., N.W.
Suite 201-A
Washington, D.C. 20036

American Association of Colleges for
Teacher Education (AACTE)
One DuPont Circle
Washington, D.C. 20036

American Association of Psychiatric Services
for Children (AAPSC)
1725 K St., N.W.
Washington, D.C. 20006

American Association of School
Administrators (AASA)
1801 N. Moore St.
Arlington, Va. 22209

American Personnel and Guidance
Association (APGA)
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

American Psychological Association (APA)
1200 17th St., N.W.
Washington, D.C. 20036

Bureau of Education for the Handicapped (BEH)
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

Child Welfare League of America (CWLA)
67 Irving Place
New York, N.Y. 10003

Council for Children with Behavioral
Disorders (CCBD)
1920 Association Dr.
Reston, Va. 22091

Council for Exceptional Children (CEC)
1920 Association Dr.
Reston, Va. 22091

Council for Administrators of Special
Education (CASE)
6807 Park Heights Ave.
Baltimore, Md. 21215

National Association of Social Workers (NASW)
1425 H St., N.W.
Suite 600
Washington, D.C. 20005

National Association of State Boards of
Education (NASBE)
444 N. Capitol St., N.W.
Suite 526
Washington, D.C. 20001

National Association of State Directors of
Special Education (NASDSE)
1201 16th St., N.W.
Suite 610-E
Washington, D.C. 20036

National Association of State Directors of Teacher
Education and Certification (NASDTEC)
State Board of Education
Division of Staff Development
250 E. Fifth St., S.
Salt Lake City, Utah 84111

National Committee for Prevention of Child
Abuse (NCPCA)
111 E. Wacker
Suite 510
Chicago, Ill. 60601

National Consortium for Child Mental Health
Services (NCCMHS)
1424 16th St., N.W.
Suite 201-A
Washington, D.C. 20036

National Education Association (NEA)
1201 16th St., N.W.
Washington, D.C. 20036

National Institute of Education (NIE)
1200 19th St., N.W.
Washington, D.C. 20208

National Institute of Mental Health
5600 Fishers Lane
Parklawn Building
Rockville, Mo. 20800

National Society for Autistic Children (NSAC)
169 Tampa Ave.
Albany, N.Y. 12208

Parents Campaign for Handicapped Children
and Youth
Closer Look
Box 1492
Washington, D.C. 20013

Rehabilitation Services Administration
Office for Handicapped Individuals
S. Partial Building
Washington, D.C. 20201

State Agencies and Organizations

State organizations generally do not have permanent addresses. As the officers of the organization change, so do the contact phone numbers. To receive current information on these organizations, contact either your local superintendent or special education director or the Georgia Department of Education.

Atlanta Art Therapy Institute

Council for Children

Council for Children with Behavior Disorders

Developmental Therapy Institute

Georgia Art Therapy Association

Georgia Association for Children with Learning Disabilities

Georgia Association for Retarded Citizens
(404) 761-3150

Georgia Association of Educators
(404) 289-5867

Georgia Association of the Deaf
(404) 524-2862

Georgia Association of Educational Leaders

Georgia Association of Elementary Principals

Georgia Association of School Psychologists

Georgia Association of Secondary Principals

Georgia Community Action Association
(404) 577-6628

Georgia Congress of Parents and Teachers
(404) 659-0214

Georgia Council for Administrators of Special Education

Georgia Federation Council for Exceptional Children
1-800-336-3728

Georgia League for Nursing

Georgia Medical Association

Georgia Private School Association
(404) 458-4770

Georgia School Boards Association
(404) 452-1742

Georgia Society for Autistic Children

Georgia Special Olympics, Inc.
(404) 636-0388

Georgia State Employees Association
(404) 523-7884

Local Advisory Committees

Mental Health Association
(404) 522-9910

Professional Association of Georgia Educators, Inc.
(404) 938-6803

Southern Association of Colleges and Schools, Inc.
(404) 875-8011

Speech and Hearing Association

State Advisory Committee

Visiting Teachers Association

Appendices

Appendix A
Parental Rights in Special Education

SAMPLE FORM

Parental Rights in Special Education

As a parent of a child who is receiving special education benefits, you have certain rights which are protected by state or federal law. We want you to know about these rights.

Your rights are listed below in outline form under eight headings. If you would like a further explanation of any of these rights, you may contact your local superintendent or the Georgia Department of Education, Program for Exceptional Children, State Office Building, Atlanta, Ga. 30334, (404) 656-2425.

RECORDS

1) Right to inspect and review records; 2) Right to have a representative appointed by you review the records; 3) Right to make copies of records; 4) Right to be informed of all types and locations of records being collected, maintained or used by the agency; 5) Right to ask for an explanation of any item in the records; 6) Right to ask for an amendment of any record if it is inaccurate, misleading or violates privacy rights; 7) Right to a hearing if the agency refuses to make the requested amendment.

CONFIDENTIALITY OF INFORMATION

1) Right to restrict access to your child's records by withholding consent to disclose records; 2) Right to be notified and receive copies before information in your child's file is destroyed; 3) Right to be told to whom information has been disclosed; 4) Right to review and receive copies of all information sent to another agency where your child seeks or is eligible to enroll.

INDEPENDENT EVALUATION

1) Right to obtain an independent evaluation by an approved examiner; 2) Right to have the independent evaluation considered in either meetings where placement or program decisions are made or in a hearing to challenge the identification, evaluation or placement of your child; 3) Right to be told where an independent evaluation may be obtained at no expense or low expense; 4) Right to an independent evaluation at public expense if you disagree with the agency's evaluation and a hearing rules in your favor; 5) Right to an independent evaluation at public expense when the evaluation is requested by a hearing officer during a hearing.

NOTICE

1) Right to be notified and present at all meetings before the agency initiates or changes (or refuses to initiate or change) the identification, evaluation or placement of your child; 2) Right to have that notice in writing, in your native language or other principal mode of communication at a level understandable to the general public; 3) Right to have the notice describe the proposed action, explain why it is proposed, describe the options considered and explain why those other options were rejected; 4) Right to be notified of each evaluation procedure, test, record or report the agency has used as a basis for any proposed action; 5) Right to a description of any other factors which are relevant to the agency's proposed action; 6) Right to be present at all IEP meetings.

CONSENT

1) Right to give consent before a preplacement evaluation is conducted; 2) Right to give consent before initial placement can be made in special education; 3) Right to a description of the activity for which consent is requested including a list of records (if any) which will be released and to whom; 4) Right to revoke consent at any time; 5) Right of the agency to proceed in the absence of consent to a hearing to determine if your child should be evaluated or initially placed.

HEARINGS

1) Right to request local mediation and/or an impartial due process hearing to question the agency's identification, evaluation, or placement of your child or to question the agency's provision of a free appropriate public education; 2) Right to be told of any free or low cost legal and other relevant services available (e.g. an expert on handicapping conditions that may be a witness at the hearing); 3) Right to have the hearing chaired by a person not employed by a public agency involved in the education of your child or otherwise having any personal or professional interest in the hearing; 4) Right to be advised and accompanied at the hearing by counsel and to be accompanied by individuals with special knowledge or training in problems of the handi-

capped; 5) Right to have your child present; 6) Right to have the hearing open to the public; 7) Right to present evidence and confront, cross-examine and compel the attendance of witnesses; 8) Right to prohibit the introduction of any evidence at the hearing that has not been disclosed at least five days before the hearing; 9) Right to have a written or electronic verbatim record of the hearing; 10) Right to obtain written findings of fact and a written decision within 45 days after the local education agency received the initial request for the hearing; 11) Right to appeal to the Georgia Board of Education and receive a decision within 30 days of the filing of an appeal; 12) Right to have a hearing and an appeal set at a time reasonably convenient to the parent; 13) Right to appeal the decision of the Georgia Board of Education to Civil Court; 14) Right to have your child remain in his or her present educational placement until completion of all hearing and appeal proceedings, unless parent and agency agree otherwise.

EVALUATION PROCEDURES

1) Right to have a full and individual evaluation of your child's educational needs; 2) Right to have the evaluation made by a multidisciplinary team including at least one specialist with knowledge in the area of the suspected disability; 3) Right to have your child assessed in all areas related to the suspected disability; 4) Right to have appropriate tests administered by qualified evaluators; 5) Right to have more than one criterion used in determining the appropriate educational program for your child; 6) Right to have the evaluation made in your child's native language or mode of communication; 7) Right to have a reevaluation every three years; 8) Right to have a reevaluation in less than three years if you or your child's teacher requests it.

LEAST RESTRICTIVE ENVIRONMENT

1) Right to have your child educated with nonhandicapped children to the maximum extent appropriate; 2) Right to have your child remain in a regular educational environment, unless a special class or separate school is needed. Removing a child from a regular class environment may only be done when the nature or severity of the handicap is such that education in the regular class with the use of supplementary aids and services cannot be achieved satisfactorily; 3) Right to have a continuum of alternative placements so that removal from the regular educational program can be the least restrictive situation; 4) Right to have supplementary services such as resource room or itinerant instruction to make it possible for your child to remain in a regular class placement; 5) Right to have placement in the school your child would attend if nonhandicapped children in nonacademic and extracurricular services and activities such as meals, recess, counseling, clubs, athletics and special interest groups.

As parents of handicapped children, you have many rights. And with these rights, there are certain responsibilities. The school system is responsible for safeguarding your rights. You, in turn, should attempt to keep the school system informed of things that affect your child's education. Also you are urged to assist the school by attending IEP conferences and by keeping the lines of communication open at all times. When you are unhappy with your child's education, it is important to tell your school principal or coordinator of special education. If you need further assistance in talking to people in the school system, there are parent groups where you can obtain help. Also you may contact the Georgia Department of Education (see page 1 for the address). But first and foremost, talk to your child's teacher, principal or other school administrators. Schools are there to help children grow and develop into capable adults, but schools need the help and cooperation of parents too.

Appendix B
Parental Consent for Evaluation Form

SAMPLE FORM

Parental Consent for Evaluation

____
Date

Dear ________________:

Your child, ________________________ has been referred for evaluation by

______________________________ __________________________
Name Position

______________________________ __________________________
Name Position

______________________________ __________________________
Name Position

We believe that an evaluation of your child is needed for educational planning. The evaluator(s) who work with your child will use tests in the following areas.

________ Vision
________ Hearing
________ Achievement
________ Motor
________ Psychological
________ Speech/Language
________ Behavioral
________ Other (See explanation below)

Should you have any questions about the reasons for the referral or the nature of the evaluation, contact ____(Name)____, ____(Position)____, at __(Phone Number)__. Attached is a statement of parent rights.

Within 30 school days following the evaluation, you will be given the opportunity to discuss the results with someone knowledgeable about the evaluation. If no response is received from you within 15 days, an appropriate school official will visit your home to determine the reason for lack of response. If you refuse to grant permission for this evaluation, either you or the school may request local mediation or an impartial hearing within 15 days of your signed response or lack of response.

You may disagree to have your child evaluated, but your decision must be clearly indicated on the attached form and signed by you. Please return the attached form to your child's principal as soon as possible.

Sincerely

____
Name

____
Title

b

SAMPLE FORM

Parental Consent for Evaluation

Please sign and return this form indicating whether you agree or disagree to have your child evaluated.

I have read or have had read to me the attached letter requesting permission to evaluate my child ______ ______________________.

Should you desire the specific time, place and date of your child's evaluation please contact __________ ______________ at ______________________.

Check one below

_____ I agree for the ______________________ School System to evaluate my child.

_____ I do not agree for the following reasons: ______________________

____

____

____

____

____

____

Parent or Legal Guardian

____

Date

Appendix C
Parental Consent for Placement Form

a

SAMPLE FORM

Parental Consent for Placement

____
Date

Dear ____________________:

On ____________________, the Special Education Committee of your child's school met. As a result of this meeting, the following recommendations were made regarding ____________________.

The Special Committee recommended that your child participate in the following special education program(s) located in ____________________.
(School)

____

____

____

____

This recommendation is in consideration of the service needs identified in your child's Individual Education Program (IEP). Attached is a copy of the Special Education Committee minutes. Also attached is a statement of parent rights. If there should be a question about this placement, you may request a conference.

You may accept or reject this placement recommendation, but your decision must be clearly indicated on this form and signed by you. We will attempt to contact you again if we do not have your response within the next fifteen days. **NO CHANGE WILL BE MADE IN YOUR CHILD'S PLACEMENT UNTIL WE RECEIVE YOUR SIGNED PERMISSION FOR PLACEMENT.**

If you refuse to grant permission for services, either you or the school may request mediation or an impartial hearing within fifteen days of your signed response or lack of response.

The attached form should be completed and returned to your child's principal as soon as possible. If you have questions or concerns about your child's program we hope you will feel free to contact us at any time.

Sincerely,

____
Name

____
Title

____
Telephone Number

SAMPLE FORM

Parental Consent for Placement

I have read, or have had read to me, the following statement.

This is to certify that I have been informed of the recommendation that ______________________________
participate in the following special education program(s) at ____ .

____

____

____

____

I understand that this recommendation includes all the service needs identified in my child's Individual Education Program.

__________ Yes, I do agree with this placement.

__________ No, I do not agree with this placement.

Reasons for nonagreement ____

____

____

__________ I would like a conference concerning my child's placement.

____
Parent or Legal Guardian

____
Date

Appendix D
Screening and Observation Information

Screening and observation
Screening can make use of a variety of techniques for gathering data. Among these are observation procedures as well as sociometric methods.

Classroom teachers continually observe their students. The collection of data about these observations is a very important part of the process of identifying and evaluating the behaviorally disordered student. General guidelines for gathering observational data include the following:

1. Observe the child in a variety of settings including structured and unstructured situations, and individual and group settings.
2. The recording of observations should be "objective" with the minimum of interpretive judgment.
3. To achieve the most from observational techniques information from more than one observer is beneficial.
4. The behaviors to be observed should consist primarily of those related to the reason for referral.
5. Observational data should be accessible, appropriate and accurate.

There are many tools and techniques which can be used in gathering this behavioral information. Among these are behavior checklists, behavior rating scales, anecdotal records and sociometric techniques.

Behavior Checklists

A behavior checklist will enable the observer to note whether or not a trait or characteristic is present. It does not allow the observer to rate the quality, degree or frequency of occurrence of a particular behavior. Generally, checklists force the observer to direct his or her attention to clearly specified behaviors, allow interindividual comparisons to be made and provide a simple method of recording observations. Checklists are usually used in the initial efforts to identify BD youngsters. Numerous checklists are available. Care should be taken to be sure checklists reflect the particular behaviors which are of concern.

Rating Scales

Rating scales should be used when finer discriminations are needed. They enable the user to indicate the frequency or strength of behaviors. In using behavior rating scales it should be remembered that though based on observations, the observations have been made over a considerable amount of time. For this reason such ratings might best be considered as impressions of perceived behavior. In choosing a behavior rating scale the following questions might be used as a guide in reviewing various parts of the scale.

Technical Information

Why was the scale originally developed? Is this purpose compatible with the type of observation of behavior for which the scale will be used?

Was the scale designed to measure the traits you wish to rate?

Are data from validity and reliability studies included in the manual? Does the scale meet standards of reliability and validity?

Is information about the collection of normative data provided in the manual? Check the normative sample description for appropriateness of the sample? size? population characteristics?

General Information and Instructions

Are instructions clear and easy to understand?

Is the sale of an appropriate length for the purpose for which it is intended?

Are age/grade levels for which the scale is designed appropriate for its intended use?

Does the scale provide for observation over time? Does the behavior have to be observed more than once? in different settings?

Items

Are scale items specific observable statements about behavior?

Are the behavior descriptions included in the scale relevant to an academic setting? Would the teacher have an opportunity to observe this behavior?

Is the range of items included sufficient to justify the measurement of the area/s the scale purports to assess?

Normative date

Are norms presented in an understandable and useful manner?

Are norms available by sex? by ethnic group?

Can only one broad adjustment score be derived or are various factor/dimension scores available?

After having done an evaluation of the rating scale using such questions as those above as a guide, choose one which will meet the needs of the situation in which it will be used. It may be possible to maintain a file of such scales and checklists for easy access. When asking others to complete rating scales it is wise to offer assistance initially or to conduct a training session. In order to increase reliability more than one rating of a student's behavior should be obtained. There are over 200 behavior checklists and rating scales. A few examples of behavior checklists and rating scales are listed below.

Behavior Problem Checklist
H. Quay and D. R. Peterson
ages 5-18 years
Available from—
Donald R. Peterson
39 North Fifth Ave.
Highland Park, NJ 08904

Burks' Behavior Rating Scales
by H. F. Burks
Preschool, Kindergarten and Grades 1-8
Available from—
Arden Press
8331 Alavarado
Huntington Beach, CA 92646

Child Behavior Rating Scale
by N. N. Cassell
Grades K-3
Available from—
Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025

Devereux Adolescent Behavior Rating Scale
by G. Spivack and M. Swift
Normal and emotionally disturbed ages 13-18
Available from—
Devereux Foundation Press
Devon, PA 19333

Devereux Elementary School Behavior Rating Scale
by G. Spivack and M. Swift
Grades K-6
Available from—
Devereux Foundation Press
Devon, PA 19333

Jesness Behavior Checklist
by C. F. Jesness
Grades 7-12
Available from—
Consulting Psychologist Press, Inc.
577 College Ave.
Palo Alto, CA 94306

Pupil Behavior Rating Scale
by Nadine Lambert, Eli Bower and
Carolyn Hartsough
Grades K-7
Available from—
Publishers Test Service
Order Service Center
2500 Garden Rd.
Monterey, CA 93940

Walker Problem Behavior Identification Checklist
by Hill Walker
Grades 4-6
Available from—
Western Psychological Services
Publishers and Distributors
12031 Wilshire Blvd.
Los Angeles, CA 90025

Anecdotal Records

Another way of gathering valuable information about behavior is to maintain anecdotal records. Anecdotal records document specific incidents of student behavior. They should contain a factual description of *what* happened, *when* it happened, in *what* setting and under *what circumstances* the behavior occurred. Consequences of the behavior are also useful. The interpretation and recommended action should be noted separately from the description. Each anecdotal record should contain a record of a single incident. Incidents are rated as soon as possible after they occur and records from a wide variety of settings can be included i.e. classroom, playground, lunchroom, etc.

Advantages of anecdotal records are that they record critical incidents of spontaneous behavior, and provide the teacher with objective descriptions rather than making him rely on vague generalizations. In addition, they can be used by others working with the child as a source of information upon which to base discussions of the pupil. Because they include the setting in which the behavior was observed, they provide a more thorough description of a pupil's behavior than either checklists or rating scales.

Disadvantages include the fact that anecdotal records are time consuming to write and are often subjective. In some cases there is a tendency to only record the negative incidents. Even with these disadvantages, data gathered in this way can be among the most useful for identification and planning.

Sociometric techniques

Sociometric data is also very useful in obtaining a better understanding of the child. It aides teachers in decision making as well as in organizing classroom groups and improving the socio-emotional situations of children. For the behavior disordered child it can be of value in screening, identification, planning and evaluation of the program. When gathering such information it is important to write questions which will be clear and unambiguous, are in language appropriate for the age level of the students, and adequately tap the areas of concern. For example, questions designed to determine popularity (Who are your best friends?) would not reveal which students are considered the smartest (Who would you like to study with?). Results of such questions should be organized in some useful manner such as a data matrix or sociogram. Of special interest for the teacher of the behaviorally disordered is the child who is isolated in his own peer group.

As with other techniques sociometric techniques should be used with care. The group relationships portrayed are dependent upon the kinds of questions asked. For example, John may wish to play with some peers but work with others. For this reason the procedure as well as results should be clearly defined. Furthermore, it should be remembered that data is only as valid as the rapport which exists between the students and teachers and as the students' willingness to be honest.

Characteristics of Behavior Disordered Students

1. **Short attention span** — Has difficulty concentrating on one subject long enough to complete the activity
2. **Restless or hyperactive** — Is fidgety, constantly on the move, acts without previous thought
3. **Failure to complete tasks** — Is careless, unorganized, unable to plan how to finish a task
4. **Listening difficulties** — Uninterested and does not seem to understand
5. **Avoids interaction with other children or only knows how to interact by hurting** — Is a loner, leaves the group rather than interact or bullies, fights or otherwise refuses to interact appropriately
6. **Avoids adults or clings to adults** — Stays away from adults in most situations or will not leave the side of the adult
7. **Repetitive behavior** — Repeats unusual movements or words over and over almost as if unable to stop
8. **Ritualistic or unusual behavior** — Has a fixed or ritualistic way of doing something not usually exhibited by other children of the same age
9. **Resistant to discipline or direction** — Is defiant, resentful, destructive, negative, refuses directions, difficult to manage, defies without reason
10. **Inappropriate conduct behavior** — Lies, steals, uses profanity, masturbates, participates in sex play, undresses, is cruel, runs away, etc.
11. **Unusual language content** — Language is bizarre, strange, fearful, uses jargon, daydreams, has very odd or different talk with others or in stories
12. **Speech problems** — Has difficulty with rate, articulation, quality or no speech
13. **Physical complaints** — Constantly talks of being sick, hurt or tired and has little energy
14. **Echoes other's speech** — Parrots and uses words but not for reason of communication
15. **Lack of self-help skills** — Is unable to feed or dress self for no explained reason
16. **Self-aggressive or self-derogatory** — Tries to verbally or physically hurt self
17. **Temperamental** — Is moody, sensitive, sad, irritable, shows extreme emotions
18. **Withdrawn** — Daydreams, is a loner, shows little feelings, is manipulated easily by others, left out by others, has no friends or peer group, is out of touch with reality
19. **Anxious** — Looks for constant reassurance in each task he/she undertakes, uses nervous mannerisms, never seems to finish, is preoccupied with death, accidents, disaster
20. **Self-stimulation** — Has persistent behaviors such as tics, shaking, rocking, twirling, etc.
21. **Attachment to objects** — Is preoccupied with objects without regard to their intended uses — inappropriate use of objects
22. **Nonresponsive behaviors** — Maintains no eye contact, looks past people
23. **Immature behaviors** — Prefers younger playmates, has frequent crying spells
24. **Impulsivity** — Acts without thinking, is frequently in trouble with peers and adults
25. **History of school failure** — Frequently fails grades, tests, programs
26. **Frequent absenteeism** — Stays out of school or cuts classes frequently without apparent reason

Special Student Rating Form

Teacher __________ Subject/Shop __________ Date __________

Trainee __________ Official Class __________

Legend: G-Good S-Satisfactory
F-Fair U-Unsatisfactory
P-Poor

A. **Language Arts**—Communication Skills
1. Reading Achievement (Score) __________
2. Handwriting — G or F or P __________
3. Oral Communication—Ability to make self understood G or F or P __________
General Rating S or U __________

B. **Social Studies** (Skills)
1. Attitude Toward Work G or F or P __________
2. Punctuality G or F or P __________
3. Accepts Criticism G or F or P __________
4. Ability to get along with Supervisory G or F or P __________
5. Ability to get along with Fellow Worker G or F or P __________
General Rating S or U __________

C. **Mathematics**
1. Math Achievement (Score) __________
2. Functional Problem Solving G or F or P __________

D. **Health**
1. Coordination G or F or P __________
2. Health Practices—
Cleanliness-Grooming G or F or P __________
Dresses Appropriately G or F or P __________
3. Health Learnings—
Safety Education G or F or P __________

E. **Home Eco.**—Industrial Arts
Manual (Occupational) — Nonmanual Skills
1. Ability to Perform Work (Manual Skills) G or F or P __________
2. Speed and Accuracy G or F or P __________
3. Ability to follow instructions G or F or P __________
4. Ability to stay with job until completion G or F or P __________
General Rating S or U __________

F. **Personality Characteristics**
(check one in each group with an X)

1. Relationship to Other Students
a. Works and plays well with others __________
b. Does not get along well with others __________
2. Attitude Toward Group Control
a. Usually nonconforming. __________
b. Occasionally resents group control. __________
c. Responds well to group control. __________
3. Leadership
a. Good leader, accepted by others. __________
b. Fair leader on occasions. __________
c. Does not possess leadership qualities. __________
4. Responsibility
a. Usually not dependable. __________
b. Occasionally evades responsibility. __________
c. Usually dependable. __________
5. Need for Attention
a. Requires inordinate amount of attention. __________
b. Satisfied with reasonable amount of attention. __________

6. Stability
   a. Usually well controlled. ________
   b. Occasional temper outbursts. ________
   c. Frequent temper outbursts. ________
7. Aggressiveness
   a. Does not assert himself. ________
   b. Moderately aggressive. ________
   c. Over-aggressive, fights frequently. ________
8. Social Participation
   a. Shy, withdrawn, does not participate. ________
   b. Participates actively in group projects. ________
9. Self Confidence
   a. Usually works with confidence. ________
   b. Lacks confidence, needs constant encouragement. ________
   c. Needs frequent encouragement. ________
10. Activity
   a. Usually lethargic. ________
   b. Normally energetic. ________
   c. Usually restless, hyperactive. ________
11. Work Habits
   a. Rarely attends to work. ________
   b. Generally works with sustained attention. ________
   c. Works with sustained attention. ________
12. Initiative
   a. Frequently makes original contribution. ________
   b. Requires direction. ________
13. Nervous Habits
   a. Has numerous nervous habits. ________
   b. Is relatively free of nervous habits. ________
14. Relationship to Parents
   a. Seems free in relationship to parents. ________
   b. Parent-child relationship seems disturbed. ________
15. Personal Adjustment
   a. Usually seems contented. ________
   b. Frequently seems unhappy. ________

Appendix E
Sample Social History Forms

____
Case No.

____
Address

____
Telephone

EXTENSIVE SOCIAL HISTORY FORMAT

Identifying Data

Name __________________ Education __________ Case # __________

Age ________ ________ Sex ______ Date of Birth __________________

Marital Status ________ Referred by __________________________

Identified Problem __________________________________

____

Mental Status Summary

Alert and oriented to: time ________ place ________ person ________ apparent distress ______

presentation of patient visually ______________________________

verbally ______________________________________

motoric behavior __________________ noted sensory defects ______________

intellectual functioning __________________ memory ________________

ideation __________________ delusions __________________

judgment __________________ insight into problems ______________

affect (appropriate to content of interview) ______________________

noted perceptual defects ______________ concentration ______________

presenting symptoms (what and when noticed) ______________________

____

Subjective: Symptom Picture

How do you get along with your siblings? (whole, half, or step) ______________

____

How do you relate to your parents?

Have you ever abused street drugs or alcohol?

Trauma to you?

How do you relate to your peer group?

How do you relate to authority figures? (defiant?)

Whom do you feel you can talk to when you have a problem?

What do you see as your problems?

Do you fear losing control (hurting self or others)?

Do you ever faint or lose consciousness?

Are there money problems?

Are there sex problems? (delinquency?)

Do you have fears that interfere with everyday life?

Do you prefer the company of younger, older or same-aged persons?

What type of people do you associate with?

Do you keep regular hours at home?

Would you describe yourself as a bully (cruel?) or a scapegoat (shy, timid, submissive?)?

Do you have close friends (strong allegiance?)

Do you have a short attention span and poor concentration?

Are you a loner or are you gregarious (withdrawn vs. outgoing)?

Are you sensitive on any subjects?

Are there crying spells (frequency, reason)?

Are there feelings of sadness or hopelessness (depression?)?

Are there guilt feelings?

Are there sleeping problems? (nature of?)

Do you feel fear or harm from others?

Do you have eating and/or appetite problems?

Are there problems with energy levels (apathy, fatigue, restlessness)?

Are there thoughts or ideas which worry you? (obsessions?)

Do you feel anxious, tense, nervous, irritable, quarrelsome?

Has there been a recent death in, or addition to, the immediate or extended family?

Avocational interests

Family

Anyone in family other than student with a history of emotional problems? (type, when, who, relationship to student)

How does student relate to parents? ______________________

____

How do parents relate to each other? ______________________

____

Has there been trauma to family members other than student? ______________________

____

Father's name ______________________ Mother's name ______________________

Age ________ Occupation ______________________ Age ________ Occupation ______________________

Education ______________________ Education ______________________

What do parents see as the problem? ______________________

____

Names and ages of siblings?

Name ______________________ Age ______ Occupation ______________________

Name ______________________ Age ______ Occupation ______________________

Name ______________________ Age ______ Occupation ______________________

Name ______________________ Age ______ Occupation ______________________

Name ______________________ Age ______ Occupation ______________________

How do siblings relate to each other? ______________________

____

Objective: Symptom Picture

Assessment of Symptom Picture

Previous psychiatric help (from who, when, why)? ______________________

____

Previous psychological help ______________________

____

Other counseling services ______________________

____

Hospitalization(s) ____________________

____

Other agencies involved with student and/or family (contact & reasons?) ____________________

____

Medications

Name			
Prescribed by			
When			
Why			
Dose (mgs.)			
Instructions			
Results			

Medical history ____________________

____

____

How does student relate to peer group? ____________________

Who does student talk to when he has a problem? ____________________

How does student relate to authority figures? (defiant?)

____

Has student abused street drugs or alcohol? ____________________

____

Does student have legal charges pending? ____________________

Has student ever lost control and hurt someone or himself? ____________________

____

Have you noticed a sudden personality change in the student? ____________________

____

Is money an issue in the student's problem? ____________________

Are you aware of any sexual delinquency problems? ____________________

What do you think the student fears most? ____________________

____

Does the student associate with younger, older, or same-aged persons? ____________________

____

How would you describe the people that the student associates with? ____________________

____

Does the student every destroy property? ____________________

____

How does the student respond to rewards and punishments? ____________________

reward ____________________ response ____________________

punishment ____________________ response ____________________

Does student curse and/or get aggressive? When? ____________________

____

Does student have a short attention span and poor concentration? ____________________

____

Does the student have a girlfriend or boyfriend that you know of? ____________________

____

What subject is the student most sensitive about? ____________________

____

Have you noticed any crying spells? ____________________

Does the student seem sad, hopeless or depressed? ____________________

____

Does the student sleep well? ____________________

Does the student eat well? ____________________

Is the student fearful of anything? ____________________

Does the student have a problem with fatigue, apathy, restlessness? ____________________

____

What do you think the student worries about most? ____________________

____

Do you feel that the student is anxious, tense, nervous, irritable, quarrelsome? ____________________

____

Appendix F
Suggested Materials - Affective

PUBLISHERS AND DISTRIBUTORS

Name and address	As listed in entry
Addison-Wesley Publishing Co. 2725 Sand Hill Rd. Menlo Park, Calif. 94025	Addison-Wesley
Agency for Instructional Television Box A Bloomington, Ind. 47402	AIT
Aims Instructional Media Services, Inc. 626 Justin Ave. Glendale, Calif. 91201	ADS
American Guidance Service, Inc. Publishers Building Circle Pines, Minn. 55014	AGS
Argus Communications 7440 Natchez Ave. Niles, Ill. 60648	Argus
BFA Educational Media Division of CBS, Inc. Box 1795 Santa Monica, Calif. 90406	BFA
Bowman/Noble Publishers, Inc. 4563 Colorado Blvd. Los Angeles, Calif. 90039	Bomar
The Center for Humanities, Inc. Communications Park Box 100 White Plains, N.Y. 10602	Humanities
The Child's World Box 681 Elgin, Ill. 60120	Child's World
Childcraft Education Corporation 20 Kilmer Rd. Edison, N. J. 08817	Childcraft
Children's Press 1224 West Van Buren St. Chicago, Ill. 60607	Children's Press
Coronet 65 E. South Water St. Chicago, Ill. 60601	Coronet
Creative Visuals Box 1911 J Big Spring, Texas 79720	CV
Developmental Learning Materials 7440 Natchez Ave. Niles, Ill. 60648	DLM
Walt Disney Educational Media Company 500 South Buena Vista St. Burbank, Calif. 27012	Disney

Disseminators of Knowledge 71 Radcliffe Rd. Buffalo, N.Y. 14214	DOK
Education Achievement Corporation Box 7310 Waco, Texas 76710	Ed. Ach.
Education Unlimited Corporation 13001 Puritan Ave. Detroit, Mich. 48227	Ed. Un-ltd.
Educational Activities, Inc. Box 392 Freeport, N.Y. 11520	Ed. Act.
Educational Manpower, Inc. Box 4272-D Madison, Wis. 53711	Ed. Man.
Educational Reading Services 320 Rt. 17 Mahwah, N. J. 07430	EPS
Educational Record Center 3120 Maple Dr. N.E. Atlanta, Ga. 30305	ERC
Encyclopedia Britannica Educational Corporation 425 N. Michigan Ave. Chicago, Ill. 60611	EBEC
Eye Gate Media 146-01 Archer Ave. Jamaica, N.Y. 11435	Eye Gate
Games Central Abt Publications 55 Wheeler St. Cambridge, Mass.	Games
Goodyear Publishing Company 1640 Fifth St. Education Department Box 2113 Santa Monica, Calif. 90401	Goodyear
Guidance Association Communications Park Box 300 White Plains, N.Y. 10602	GA
Hubbard Box 104 Northbrook, Ill. 60062	Hubbard
Human Relations Media 39 Washington Ave. Pleasantville, N.Y. 10570	HRM
I.E.S.S. Box 714 Clemmons, N.C. 27012	I.E.S.S.
Lakeshore Curriculum Materials Company 2696 E. Dominguez St. Box 6261 Carson, Calif. 90749	Lakeshore

Learning Tree Filmstrips 934 Pearl St. Box 1590 Department 500 Boulder, Colo. 80306	Learning Tree
Malex Media Aids, Inc. 90 Cherry St. Johnstown, Penn. 15902	Malex
Marsh Film Box 8082 Shawnee Mission, Kan. 66208	Marsh
McGraw-Hill Book Company 1221 Ave. of the Americas New York, N.Y. 10020	McGraw-Hill
Charles E. Merrill Publishing Co. 1300 Alum Creek Dr. Columbus, Ohio 43216	Merrill
Motivational Media 8272 Melrose Ave. Los Angeles, Calif. 90046	M. Media
Opportunities for Learning, Inc. 8950 Lurline Ave. Dept. 79 Chatsworth, Calif. 91311	OL
Pennant Educational Materials Division of the Wright Group 8265 Commercial St. Suite 14 La Mesa, Calif. 92041	Pennant
People Books 8504 Germantown Ave. Philadelphia, Penn. 19118	People
Pyramid Films Box 1048 Santa Monica, Calif. 90406	Pyramid
Randum House School Division 400 Hahn Rd. Westminster, Md. 21157	Random
Scholastic Book Services 904 Sylvan Ave. Englewood Cliffs, N.J. 07632	Scholastic
Science and Mankind, Inc. Two Holland Ave. White Plains, N.Y. 10603	SMI
Science Research Associates, Inc. 155 N. Walker Dr. Chicago, Ill. 60606	SRA
Social Studies School Service 10,000 Culver Blvd. Box 802 Culver City, Calif. 90230	SSSS
Society for Visual Education, Inc. 1345 Diversey Pkwy. Chicago, Ill. 60614	SVE
The Stephens Company, Inc. 1021 Columbia Dr. N.E. Atlanta, Ga. 30309	Stephens

Sunburst Communications Suite 94 41 Washington Ave. Pleasantville, N.Y. 10570	Sunburst
Teaching Resources Corporation 50 Pond Park Rd. Hingham, Mass. 02043	TRC
Troll Associates 320 Rt. 17 Mahwah, N.J. 07430	Troll
Walker Educational Book Corp. 720 Fifth Ave. New York, N.Y. 10019	Walker
Albert Whitman and Company 560 West Lake St. Chicago, Ill. 60606	Whitman
Xerox Education Publications 1250 Fairwood Ave. Box 16629 Columbus, Ohio 43216	Xerox

APPROPRIATE GRADE CATEGORIES

Grade	**As listed in entry**
Preschool, kindergarten	K
First, second, third	P
Fourth, fifth	I
Sixth, seventh, eighth	JH
Ninth, tenth, eleventh, twelfth	SH

TYPES OF MATERIALS

Specific type	**As listed in entry**
Activity cards	ac
Activity packets	ap
Book	bk
Cassette	c
Carousel (color slides)	C
Film	F
Sound filmstrip	sf
Game	g
Multimedia	m-m
Posters, study prints	P
Records	r
Spirit masters	sm
Transparencies	t
Videocassette	v/c
Workbook	wkbk

SELF AWARENESS/SELF CONCEPT

K
m-m
AGS
275.00

Peabody Early Experiences Kit
(PEEK)

Helps young children to think more effectively and to express their thoughts and feelings more clearly. Focuses on cognitive, affective, and oral language development.

K
m-m
AGS
180.00

My Friends and Me

Program of group activities and materials designed to assist the healthy personal and social development of young children. Based on the premise that a clear personal identity is basic to healthy psychological development and that a person's identity is developed through social interaction.

K/P
m-m
OL
225.00

Presenting . . . Dynamo Power

Designed to help build positive attitudes in children. Developed around characteristics, feelings, needs, and crises of young children.

K/P
m-m
McGraw-Hill
170.00

Free To Be . . . You And Me

Features art, photography, music, games, puzzles, things to make. Designed to teach young people important concepts about independence, friendship, cooperation, self fulfillment.

K/P
m-m
SRA
167.75

Focus on Self Development - Stage One: Awareness

Topics such as self concept development, responding to environment, socialization, sharing, problem solving, help children develop awareness.

K/P
P/I
m-m
AGS
122.00

Developing Understanding of Self and Others
(DUSO)

Based on the premise that every child is confronted with social and emotional difficulties and that the classroom teacher can help children learn to cope with these challenges. Variety of materials and activities allows teacher to select the approach most appropriate for each group. Available in 2 levels.

K/P
bks-3
Children's Press
16.50

Growing in Understanding

Helps child understand that he will grow and change and that he has special, unique needs.

K/P
bks-19
Child's World
94.00

Attitude Development

Teaches positive personal attitudes through children's literature. Books provide opportunity for young child to understand himself and his needs and will help him to set positive goals.

K/P
wkbk
Pennant
1.25

Got To Be Me

Encourages self expression and helps children become more aware of feelings, hopes, fears, strengths, weaknesses, likes, dislikes. Presents series of unfinished sentences that allow for imaginative and creative responses.

K/P
p (11 sets)
Child's World
98.45

Early Childhood Study Prints

Use of these prints will help young children to understand their needs and to develop positive social and ethical values. Will help to shape attitudes and teach the child the importance of positive growth and change.

K/P
sm
Ed. Ach.
29.95

The Becoming File

Book of 20 lesson plans provides means of teaching self-awareness, uniqueness, change. Spirit masters provide opportunities for student responses.

K/P/I
ac/sm
Lakeshore
23.50

Basic Skills for Human Understanding

Activity programs are sequenced by grade level to reinforce basic curriculum skills while stimulating development of: self-awareness, career awareness, values, decision making, multicultural studies.

K/P sf-4 BFA 70.00	**The Importance of You**	Shows every youngster in your class how he is like other people and different from them, but above all is someone special.
K/P sf-6 ERS 96.00	**Who Are You?**	Explores relationships between children and their family, teachers, and friends. By understanding the viewpoint of others, children can better realize where they fit in at home, in the classroom, and in many other everyday situations.
K/P sf-4 Troll 64.00	**Me - That's Who**	Helps children appreciate their own individuality and better understand others. Encourages children to take a close-up look at themselves and develop a greater sense of awareness.
K/P sf-4 SVE 66.00	**Getting To Know Me**	Stimulates students to take a close look at themselves and to develop positive self concepts and healthy attitudes.
K/P sf-5 Lakeshore 99.50	**It's Good To Be Me**	Children are shown examining their feelings and sharing them with others. Emphasizes that feelings are a normal part of life.
K/P sf-5 Scholastic 84.50	**Kindle**	Visual essays help young children gain better understanding of themselves and their social environments by showing children from different ethnic groups. Children encouraged to express feelings about what they see. Five different kits with 5 filmstrips each. Includes: Who Am I, How Do I Learn, Getting Along, Mixing In, I Can Tell.
K/P sf-6 EBEC 345.60	**Identity**	Sound filmstrips and coordinated materials foster a strong sense of self awareness and self importance in the young child.
K/P sf Scholastic 74.50	**I Can**	Filmstrips and color posters help child build awareness of accomplishments and abilities. Helps child build strong self image and positive attitude about learning. Unit 1 and Unit 2 purchased separately.
K/P/I F (15 minutes) ADS 20.00-rent 225.00-purchase	**I'm Somebody Special**	Helps children learn they are worthwhile by just being themselves. Indirect lessons on the worth and uniqueness of each person are revealed through the everday lives of 4 children.
K/P r ERC 8.95	**There's Nobody Just Like Me**	Songs to develop self identity, self understanding, self assurance, self confidence.
K/P r ERC 7.95	**Hand In Hand**	Included are favorite songs and new songs to help build self image and body awareness, encourage spontaneous responses, stimulate memory, and make children aware of themselves as people.
K/P r ERC 6.95	**Who Am I?**	Listen to Tony as he travels along the road to self discovery.
K/P r ERC 7.95	**Getting To Know Myself**	Focus on body awareness, body image, position in space, feelings, moods.

K/P r ERC 9.95	**I Like Myself** Helps children create a positive attitude. Each song reinforces child's identity and guides understanding of personal feelings.
K/P r Lakeshore 6.95	**It's A Happy Feeling** Songs and activities for learning about the body, feelings, emotions.
K/P r OL 49.00	**Arnie the Snake** Arnie talks with children on a variety of subjects designed to help them with self concept, attitudes, handling problems, communication, body movement.
P m-m DLM 58.00	**Big Box** Developed to help students establish positive self concepts and to express feelings and reactions to people and things encountered in everyday life.
P bk Pennant 9.95	**Imagine That** 53 original poems help children explore their senses, their feelings and their world. Each poem has starters and stretches to put minds in gear and extenders to put the creative experience to work.
P m-m SVE 135.00	**Lollipop Dragon Adventures in Self Awareness: The Me I Can Be** Teaches youngsters self awareness, values, decision making. Combines fantasy with realistic solutions.
P sf-6 SVE 110.00	**Lollipop Dragon Adventures in Self Awareness** Children are introduced to concepts in self awareness. Explore similarities and differences in people, people's feelings, and the relationships students have with peers and adults.
P sf-6 SVE 110.00	**Someone Special . . . Me** Children discover who and why they are and become aware of their own accomplishments. Shows viewers they have both privileges and responsibilities as members of a family and community.
P sf-6 Coronet 95.00	**Being You** Entertaining stories illustrate everyday problems of relating to others and developing positive attitudes. By exaggerating and finding new twists for common situations, these filmstrips teach tolerance, consideration, and self control.
P/I bk Pennant 3.95	**Liking Myself** Introduction to concepts of feelings, self esteem, and assertiveness.
P/I bk Pennant 6.95	**TA for Tots** Talks about Prinzes and Frozzes, Warm Fuzzies, feeling good and feeling bad, being angry . . .
P/I bk Pennant 3.95	**The Mouse, The Monster, And Me** Book of assertiveness concepts. Humorously presented, it offers young people the opportunity to develop a sense of personal rights and responsibilities, to become appropriately assertive, and to gain a greater sense of worth as a person.
P/I ac Lakeshore 4.95	**All About Me** Illustrated cards get students thinking and writing about themselves.

P/I ac OL 4.95	**Happy To Be Me** Reproducible activity cards to build positive self image and make students aware of their own values, attitudes, and environment.
P/I ac Lakeshore 4.95	**In Search Of One's Self** Stimulates students to explore their feelings, beliefs, likes, dislikes, relationships with others, and goals.
P/I ac Lakeshore 4.95	**Me** As children draw and write responses to open ended statements they become more aware of their feelings about themselves, their families, their goals, and their values.
P/I m-m OL 49.50	**Puppet Enrichment Program** Provides carefully planned series of motivating activities, plays and songs designed to develop language and listening skills. Deals with cognitive and affective learning.
P/I sf-5 SVE 102.50	**Learning About Me** Shows how positive and negative perceptions, feelings, attitudes, and values affect self concepts. Open ended problem situations enable students to act out situations.
P/I sf-2 Random 36.00	**A Girl Like Me/A Boy Like Me: Developing Children's Attitudes Toward Sex Roles** Makes affirmative statements of what children are like and what they can become. Portrays children who are not stereotyped in attitude, behavior or occupational aspiration.
P/I sf Marsh 22.50	**Journey To Success** Encouraging and supportive filmstrip aimed at helping the child succeed in his own way and identify success by his own terms.
P/I sf-4 Eye Gate 49.80	**People Need You** Shows that each child is special and important.
P/I sf Lakeshore 90.00	**Every Kid Is Special** Heightens student's awareness of his own feelings and the feelings of children with special problems.
P/I sf Learning Tree 54.00	**You're The Only You** Successfully demonstrates that even though the individual child is a small part of something very large, he himself is unique. Every child gets an understanding that he lives in a neighborhood, is a member of a family, and is very special person in that family.
P/I sf-4 Learning Tree 60.00	**Being You** Fosters understanding of each person's uniqueness. Examines human body function, feelings, different ways of expressing feelings.
P/I sf-4 Learning Tree 62.00	**Being Good - Being Bad** Tries to show children that thinking, feeling or saying bad things or performing poorly are things all people occasionally do. Doing, saying or feeling bad things doesn't mean that you're bad.
P/I af-10 Eye Gate 124.50	**It's Up To You: Vignettes (Self Discovery)** Offers an open ended presentation to encourage self discovery. Common behavior patterns with which the child can easily identify are shown: sharing, honesty, being different, cooperation.

P/I F (6 minutes) Pyramid 15.00-rent 120.00-purchase	**Is It Okay To Be Me?** Illustrates how awkward it sometimes is to be yourself in the midst of others. Prejudice is defined and examples are given of pre-judging foods, situations, and people.
P/I m-m Pennant 135.00	**TOT Pac** Program designed to build self esteem and self confidence of children. Based on TA.
P/I/JH bk Pennant 4.95	**TA For Kids** Helps kids find out who they are. Talks about Me the Parent, Me the Adult, Me the Child, how to know who's in charge, strokes, promises, agreements, contracts.
I ac People 10.95	**Something For 10:30 - Involvement Cards For Social Skills** Contains 75 self directed involvement cards for enhancing students' self perception. Topics include responsibility, blame, choosing, lying, envy, pride.
I sm Ed. Ach. 29.95	**The About Me File** Provides children the opportunity to record and display current interests, thoughts, dreams.
I m-m SRA 184.25	**Focus On Self Development - Stage Three: Involvement** Designed to elicit children's ideas and feelings, to encourage them to think about their values and to act on them. Helps focus discussion on causes of behavior, problem solving, self, emotions, experiences, choosing, responsibility, relationships, conflict.
I m-m AGS 98.00	**Toward Affective Development** (TAD) Lessons, activities and materials designed to stimulate psychological and affective development. Lessons designed to involve students actively with each other. Focuses on real life experiences and on developing patterns of motivation, feeling, understanding, and participation. Students are encouraged to develop realistic self images, to consider their unique characteristics and aspirations, and to think creatively.
I sf-6 Eye Gate 74.70	**Me, Myself, And I** Emphasizes self direction by explaining feelings and reinforcing positive concepts of personal worth. Develops self knowledge and formulates value goals.
I/JH wkbk T.E.S.S. 4.50	**Month To Month Me** Students keep an on-going journal about themselves. Includes 4 activities for each month of the school year.
I/JH ac DLM 10.75	**This Is Me** Motivates students to exercise communication skills. Provides opportunities for them to appreciate self and others.
I/JH g Pennant 19.95	**Self Awareness Auction** Simulation of an auction sale. Students have a chance to bid for items that represent a variety of values, from career success to good relationships with others.
I/JH m-m Pennant 165.00	**Kid Pac** Program produced from the TA For Kids book. Includes 12 sound filmstrips, copies of TA For Kids, activities, leader's manual.

I/JH sf-6 Eye Gate 74.70	**Getting To Know Me** Provides the student with an insight into himself, enabling him to cope with his day to day living. Assists student to become more aware of various developmental aspects, including physical, mental, social and emotional.
I/JH sf Scholastic 189.50	**Becoming Yourself** Uses thoughts and concerns of middle graders to introduce self awareness concepts. Designed to help students explore self, express self to others, and understand self and others. Available in 3 separate units.
I/JH sf-4 Learning Tree 64.00	**Developing Self Discipline** This presentation examines how one develops self discipline and how it can be of personal benefit. Addresses the issues of deferred gratification, setting goals, determining priorities, self discipline as a strategy of achievement.
I/JH/SH F (11 minutes) ADS 20.00-rent 155.00-purchase	**What Do I See, How Do I Feel?** Examines the environment and the personal relationships to it of 3 young people. Presented with an introspective insight into their individual sensations, responses, understandings.
JH bk SRA 3.75	**Discovering Yourself** Helps students develop self concepts via self appraisal charts, quizzes, examples.
JH sf-4 BFA 85.00	**How We Grow** Prepares the pre-adolescent and early adolescent students for the changes they soon will or already have begun to experience. Knowing about the processes of physical, mental, emotional, and social growth will help students develop positive attitudes.
JH/SH bk Pennant 2.75	**Why Am I Afraid To Tell You Who I Am?** Explores games and roles people play to avoid being honest with themselves and others. Encourages openness and self awareness.
JH/SH bk Pennant 7.95	**TA For Teens** Discusses dilemmas of the teen years in chapters including: Winners, Losers, and Other People; What is Transactional Analysis; Being OK, Feeling OK; Straight and Crooked Talk; Hassles at Home.
JH/SH bk Argus 2.50	**Help Yourself** Strategies for students to evaluate thoughts and feelings leading to self awareness and heightened self esteem.
JH/SH bk Pennant 1.95	**The IALAC Story** Everybody needs to feel loveable and capable. IALAC traces those events in a student's day which either add to his self respect or make him feel rejected.
JH/SH g Pennant 14.95	**The Total Person Game** Each player represents one of 4 aspects of the same imaginary personality. While role playing feelings, attitudes, values, and emotions, groups of 4 players interact as separate "total persons" to resolve dilemma situations.
JH/SH sm Pennant 169.00	**Innerchange** Affective education program that aids in teaching students as well as subjects. Uses open ended group and individual activities. Uses confluent approach to synthesize cognitive and affective domains. Targets contemporary issues.

JH/SH t/sm SSSS 7.95	**Developing As A Person** Explores becoming a person. Topics include basic needs, reality, emotions, the body, roles, self image, relating to others.
JH/SH m-m Argus 60.00	**Why Am I Afraid To Tell You Who I Am?** Examines roles and games people play. Character cards illustrate the roles discussed in the book. Filmstrips reinforce the book and provide the basis for discussion and role play.
JH/SH af/wkbk Lakeshore 109.00	**Me And Others** Cassettes, filmstrips, role playing exercises, and open ended activity books help students develop a positive self image by becoming more aware of themselves and others.
JH/SH af Argus 20.00	**Vulture** The image of vultures is used to symbolize self put-downs. Students will realize how they can be their own worst enemies. The allegory concerns Patty and her habit of belittling herself.
JH/SH af-2 Lakeshore 55.00	**Developing Self Respect** Real life dramatizations show students how self respect develops out of self knowledge, self acceptance, establishing independence, and taking responsibility for behavior.
JH/SH af-5 Disney 115.00	**Becoming An Adult** Learn how self knowledge contributes to gratifying relationships with others, how effective communication is the key to all relationships, and how communication depends on active listening and honest expression of feeling.
JH/SH af Argus 20.00	**Winners And Losers** Cartoon-like sketches illustrate numerous characterizations which stimulate discussion on a host of subjects. As students consider the broad range of examples, they will come to recognize and understand their own strengths and weakness, as well as those of others.
SH bk Pennant 2.25	**If You Really Knew Me, Would You Still Like Me?** Deals with self improvement. Emphasizes learning to like yourself. Describes a developmental process by which you get to know yourself, identify your strengths and weaknesses, and build self esteem by building on your strengths.
SH bk SRA 3.65	**About You** Helps students better understand themselves and others.
SH wkbk Pennant 2.95	**Journey To Self Discovery** Write-in-your thoughts book gives students an opportunity to explore their needs, emotions, goals, relationships.
SH sf Sunburst 69.00	**Overcoming Inferiority** Explains how feelings of inferiority develop and why adolescents are vulnerable to them. Students learn to discover sources of feelings of inferiority and acquire practical techniques for changing behavior patterns and developing a healthy sense of self.
SH sf Sunburst 69.00	**How Do I See Myself?** Dramatizes realistic teenage experiences and episodes from the lives of prominent people. Students are encouraged to examine their own self images realistically. They learn to choose achieveable goals and discover practical guidelines for altering undesirable aspects of their self images.

SH sf Sunburst 69.00	**Personality: Roles You Play** Students examine first hand accounts of teenage behavior that demonstrates the techniques, goals, and results of role playing. They discover that everyone plays a variety of roles. They come to appreciate their own individuality.
All ages tk Pennant 3.95	**Hope For The Frogs** A psychological fable. The story of Freddie Frog, helped by a friend's love to discover he has been a prince all along. Through simple stories and color illustrations, the message is conveyed that loving and being loved make people feel happy, worthwhile, important, fulfilled and OK.
All ages g Pennant 9.95	**The OK Game** New ways of looking at yourself and others.

COMMUNICATION

P/I sf Eye Gate 49.80	**How We Communicate** Discusses verbal and non-verbal communication. Oriented to an awareness of communication today, what it was like in the past, and what it may become.
I g Ed. Man. 7.00	**Body Talk** Involves physical expression of emotions. Helps teach us to use our bodies as effective communicators.
I/JH c/sm Mafex 17.50	**Interpersonal Communication** Helps develop listening and communication skills.
JH m-m Scholastic 99.50	**Communication: Person to Person** Students become aware of the many ways to communicate, their own communication problems and ways to overcome them.
I/JH/SH sf Argus 20.00	**Friendly and Hostile** Helps students realize how their friendly and hostile attitudes determine the way they see the world and the world sees them.
I/JH/SH g Pennant 9.50	**The Ungame . . . Tell It Like It Is** Opens honest channels of communication between participants. Helps players explore own feelings, attitudes, and motives in a non-threatening atmosphere.
I/JH/SH g Pennant 9.50	**Roll-A-Role** Pairs of players roll character cubes and have three minutes to act out a situation or subject as seen through someone else's eyes.
I/JH/SH g Pennant 9.50	**Social Security** Way of sharing ideas and feelings. Players become "socially secure" as they exercise their communication skills.
I/JH/SH g Pennant 9.50	**Reunion** Game of dialogue and discovery. Sparks imagination and sharpens communication skills.
JH/SH g Lakeshore 10.00	**Generation Rap** Students take roles of parents or kids to explore family communication problems in a game format.

JH/SH sf Lakeshore 16.95	**Body Language** Shows how we often use body postures, gestures, facial expressions, and touch to communicate our feelings without words.
JH/SH C/c Humanities 124.50	**Communication Skills: Learning to Listen and Express Yourself** Emphasizes the interplay between listening and speaking. Examines the difficulties of expressing our emotions to others, but stresses the importance of doing so.
JH/SH g Pennant 15.00	**Person To Person: Tuning In To Others** Students will take turns confiding problems and goals and responding helpfully to the other person. Practice skills of paraphrasing, showing interest, conveying empathy, observing body language, noting tone of voice, and challenging assumptions.
SH sf-4 BFA 70.00	**Learning To Be Together** Designed to assist students in examining behavior and attitudes which prevent communication between people and to explore alternate ways of handling these feelings and attitudes.
All ages g Pennant 8.50	**Can Of Squirms** Encourages meaningful, interesting dialogue between individuals. Adaptable to one to one or group sessions. Separate versions for different age groups.

COPING

K/P bk Lakeshore 5.95	**Where Is Daddy?** Story of a young girl and how she learns to understand divorce.
K/P bk Lakeshore 5.95	**Nobody Asked Me If I Wanted A Baby Sister** Oliver gets fed up with his new sister, tries to give her away, then finds a reason to keep her.
K/P bk Lakeshore 4.95	**I Am Adopted** Beautiful water colors and narrative tell that adoption means belonging.
K/P bk Lakeshore 5.75	**Howie Helps Himself** Howie wants more than anything to move his wheelchair by himself.
K/P bk Lakeshore 5.75	**A Button In Her Ear** Sensitive, realistic story of Angela getting a hearing aid.
K/P bk Lakeshore 6.95	**The Tenth Good Thing About Barney** Tender story of a boy dealing with the death of a pet.
K/P bk Childcraft 3.95	**Noisy Nora** Simple narrative that develops a theme felt by most children—of being ignored while others get attention.

K/P	bks-4	Children's Press	23.80	**Transition**	A child's initial school experience can be a time of excitement, growth, anxiety, confusion, or a mixture of all. These books explore some situations that children may have to confront when entering school for the first time.
K/P	bks/c-9	Children's Press	269.55	**Identity Book Bags**	Read and listen books explore the feelings of children as they encounter new and sometimes unsettling situations.
K/P	sf-4	Bowmar	60.42	**Moving Day—Feelings About**	Encourages children to deal with feelings resulting from a move to a new home.
P	bk	Whitman	4.31	**A Cane In Her Hand**	Story of a visually impaired child and how she copes with her problems.
P	bk	Whitman	3.94	**We Remember Philip**	The impact of the sudden death of the son of their teacher touches the children and they plan a moving tribute.
P	c/wkbk	Coronet	65.00	**Fables of Forest Town**	Residents of Forest Town are animals with human problems. They deal with feelings of being left out, overcoming imaginary fears, and others. Response book exercises ask children to judge situations in relation to their own behavior (no reading or writing).
P/I	bks/a	Scholastic	99.50	**Feeling Free**	About all kinds of people with handicaps and how they cope.
P/I	sf-4	ERS	64.00	**Winning and Losing**	Helps children put competition into perspective. Realistic situations point out good and bad reasons for competing. Children learn how to win and lose gracefully.
I	sf-4	SVE	78.00	**Death: Facing A Loss**	Sensitive stories of how some children deal with deaths of loved ones give students an understanding of death and grieving. Opens the way for children to discuss and share their own feelings about death.
I/J	sf	Marsh	22.50	**Death: A Natural Part Of Living**	Factual look at death as a natural part of the life cycle of all living organisms.
I/JH	sf	Ed. Act.	33.00	**Trouble**	Examines two situations that may affect students: shoplifting and desertion by a parent. The whys and wherefores, the meanings, feelings, and problems to be faced are all brought out.
JH/SH	sf-6	Eye Gate	74.00	**Understanding Death: A Basic Program In Death and Dying**	Death is shown as a normal part of the life cycle. Includes attitudes toward death, practical preparations, and coping with death.
JH/SH	sf	Pennant	24.95	**Living With Death**	Encourages group to consider death not as an end to life but as a part of life itself.

JH/SH sf-4 Mafex 93.00	**Coping: Strategies For Growth** Dramatizes personal crises and outlines possible strategies for dealing with the situations. Deals with competition, conformity, authority, decision-making.
JH/SH bks AGS 23.00	**Coping With Series** May be used for individual reading, as background for group discussion or for special group counseling. Facts and ideas are shared without moralizing. 23 books deal with personal and ethical questions, everyday problems of school, home, friendship.
JH/SH C/c Humanities 124.50	**Keeping Cool: How To Deal With Stress** Examines causes, effects and methods of handling stress and acknowledges that stress is a normal and necessary part of life. Emphasis is placed on the importance of choosing healthy rather than unhealthy responses to stress.
JH/SH F M. Media 35.00-rent 380.00-purchase	**Hassles and Hangups** Without moralizing, presents a realistic variety of hassles and hangups including common problems related to sex, drugs, authority, and interpersonal relationships.
SH bk Pennant 2.50	**Help Yourself** Designed to give people a set of guidelines and a frame of reference for rational self counseling. Practical book that provides an opportunity to learn how to cope with life in today's hectic world.
SH bk Argus 1.95	**How To Get Rid Of Emotions That Give You A Pain In The Neck** Presents 30 personal exercises designed to make it easier for students to order their priorities and take charge of their lives.
SH sf-2 Sunburst 69.00	**Coping With Life: The Role of Self-Control** Defines self control as the ability to express feelings in constructive ways. Explores the significance of self control in our lives.
SH sf Lakeshore 27.00	**Gramp: A Man Ages And Dies** Documents one family's experience with the aging and death of a grandfather. Helps students develop better understanding of death and explore alternative ways of dealing with old age and dying.
SH sf-2 Sunburst 69.00	**Dealing With Stress** Demonstrates that stress is a normal part of living. Examines the causes and effects of stress. Illustrates specific techniques for dealing with stress.
SH sf-2 Sunburst 69.00	**Your Emotions: The Coping Process** Learn what emotions are and how they develop into integral parts of personality. Improve understanding of own emotions and learn to cope with everyday feelings.

DECISION MAKING

K/P r ERC 7.95	**Ideas, Thoughts, And Feelings** Songs relating to discovery, problem solving and independent thinking.
P/I bk Pennant 15.95	**Learning To Think And Choose** Students learn to examine a problem situation, analyze the options and choose a logical course of action. 30 problem situations.

P/I g Lakeshore 14.95	**Behavioral Decisions Game** Players are asked to make decisions about interpersonal situations common in their everyday lives.
P/I sf-6 CV 114.90	**Responsible Decision Making** Designed to help students develop decision making skills by vicariously experiencing problems faced by the characters in the stories. Revolves around elementary interests, reinforces social skills, self concept, communication skills, problem solving skills.
I bk/c/sm Lakeshore 29.95	**Values and Decisions Life Stories** Provocative stories are correlated with activities to help students examine their own values and develop decision making skills. Several titles purchased individually.
I/JH ac DLM 5.00	**Alternative Cards** 16 cards present 4 problems in personal responsibility. Stimulus cards show situations of problems. Alternative response cards depict 3 possible solutions.
I/JH sf-4 Eye Gate 49.80	**Making Decisions** Designed to introduce students to concepts of rational decision making. Attempts to teach strategies that will aid the student to better understand the problems.
I/JH sf Marsh 22.50	**Decisions, Decisions** Being prepared to make the right decision is what this filmstrip is all about. Value judgment, choices, options, consequences, awareness of alternatives, weighing pros and cons are all presented with clever cartooning.
I/JH ac Addison-Wesley 34.00	**People Projects** Through activities developed by the cards the students consider human values and feelings, engage in problem-solving and creative thinking, and plan positive action projects.
JH wkbk Pennant 6.00	**Deciding** Helps young teenagers develop effective decision making skills that they can apply to their personal educational and vocational lives now and in the future.
JH/SH bk/sm Argus 7.25	**If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else** Guides students in the process of establishing goals, making plans, exploring factors that influence choices and career decisions.
JH/SH ac DLM 10.75	**Consequences** Treats a wide range of social responsibilities in a thought compelling way. Illustrated cards present problems relevant to this age. The thought problems are summarized in short, printed statements that are factual and neutral in value judgment but designed to evoke strong reactions.
JH/SH m-m Merrill 90.00	**Decision: A Values Approach To Decision Making** Provides a semester course in which students can clarify values and analyze processes of decision making. Emphasizes inductive thinking, primarily in groups, with teacher acting as guide.
JH/SH sf/sm Argus 21.50	**Willpower** In this filmstrip students meet Sidney Slack, who lacks willpower and Dr. Disclose, who helps Sidney realize how inhibitions, bad habits, and emotions can block his effort to make decisions and act on them. Students explore step by step procedures to decision making and generation of willpower to do what they want.

JH/SH
sf
HRM
55.00

Becoming Responsible

Helps teenagers establish a balance between the need for freedom and the need to develop adult responsibilities. Investigates increasing freedom of choice in dating, sex, appearance, drugs, alcohol, and automobile use. Urges students to carefully assess the consequences of the choices they make.

JH/SH
sf
Lakeshore
16.95

I've Made A Decision

Animated and documentary accounts of individuals dealing with making decisions help students examine their values and build the self confidence needed to make responsible decisions.

JH/SH
sf
Pennant
20.00

Roles and Goals

Explores the question of which comes first, the role or the goal, and how one affects the other. Presents ideas which help young people formulate their own answers and guidelines.

JH/SH
sf
Pennant
20.00

Feelings and Thoughts

Emphasizes that we must learn the differences between feelings and thoughts so we can understand our decision making process. Examines aspects of human actions that go into making choices.

JH/SH
g
Pennant
17.95

Priority-Decision Making

Confronted with a simulated threat to their survival, players are challenged to work together to establish priorities.

JH/SH
g
Pennant
19.95

Dilemma

Group must make decisions concerning dilemmas. The debriefing session that follows concentrates on ethics of group decision making, effects of different leadership styles, and the ways that prejudice can distort the decision making process.

SH
wkbk
Pennant
6.00

Decisions and Outcomes

Exercises in the decision making process. By reviewing the decisions and answers given to problems posed in the book, the student is able to examine the values and directions evident in his choices.

SH
ac
DLM
10.50

Points of View

Cards depict situations involving people with conflicting views. Students examine both sides and decide the best way of resolving the conflict. Helps students better understand needs and values of people who disagree.

SH
ap
Pennant
39.95

Choices

A semester course in personal decision making. Covers topics ranging from career exploration and life style to communication skills.

SH
sf
Sunburst
99.00

You Decide: Making Moral Decisions

Students are confronted with a series of moral dilemmas taken from literary works. Encourages moral argument and decision making.

SH
sf-2
SSSS
39.50

Deciding For Myself

Encourages students to think of themselves as responsible, mature individuals. Includes a young man's search for acceptance, losing identity as part of the crowd, and how a decision is made.

SH
sf-3
Lakeshore
79.00

Life Goals: Setting Personal Priorities

Helps students develop the skills they need to make competent decisions about values and life goals. Uses real life dramatizations and cartoons.

SH C/c Humanities 124.50	**Decision Making: Dealing With Crises** Balanced treatment of specific decision making skills. Suggests 4 useful techniques for crisis management.

DIFFERENCES

K/P bk Lakeshore 5.95	**Is It Hard? Is It Easy?** Simply and clearly shows that everyone has different strengths and weaknesses.
K/P bk Lakeshore 5.25	**Why Am I Different?** Warmly told story of children grappling with their differences.
K/P bk Lakeshore 5.95	**He's My Brother** Compelling portrayal of problems and pleasures of life with a slow learner.
K/P f or v/c AIT 180.00/110.00	**Everybody's Different** A seeing eye dog, a hearing aid and lip reading, physical therapy, and encouragement from friends help three determined people succeed in living and working with others in spite of their differences.
K/P v/c AIT 110.00	**No Two Alike** Different cultures and individual experiences make people different and special.
K/P v/c AIT 110.00	**Alike But Different** Three children with physical handicaps show the similarities and differences in their lives and those of other children.
K/P sf-10 EBEC 178.00	**Like You, Like Me** Designed to help integrate handicapped youngsters into regular classrooms by creating positive attitudes of acceptance and help on the part of non-handicapped people.
K/P sf-6 Random 108.00	**Every Kid Is Special** Deals with problems and experiences of special children. As viewers see the failures and successes of the youngsters in each filmstrip, their understanding and acceptance of the handicapped and of themselves will grow.
P sf-6 Coronet 85.00	**Stories To Think About** Stories drawn from various cultures encourage kids to develop positive self concepts and to understand different points of view.
P bks-c-15 OL 74.95	**Mister Rogers Cassettes and Books** Designed to help children understand individual strengths and differences and to develop positive feelings about themselves and others. Specially written with handicapped children in mind.
P/I sf-4 Learning Tree 64.00	**Understanding Differences** How handicaps affect daily lives of both handicapped and non-handicapped is viewed and discussed. Attention focused on social frictions that often develop, with emphasis on how these can be dealt with and minimized.

P/I sf-4 Learning Tree 60.00	**Children Everywhere** Introduces young students to universal childhood experiences by examining various things children have in common. Encourages children to understand and appreciate differences between individuals.
P/I F (9 minutes) Pyramid 15.00-rent 160.00-purchase	**Are People All The Same?** Emphasizes that it is a good feeling to be part of a group. Examines assumption that all strangers of other races look alike. Emphasizes uniqueness of each person.
P/I F (9 minutes) Pyramid 15.00-rent 160.00-purchase	**What Makes Me Different?** Examines various attributes that result in differences among people. Approaches differences in a positive way.
P/I F (10 minutes) AIMS 20.00-rent 170.00-purchase	**People - Different But Alike** People are superficially different, but it's what's inside that really counts. Fun approach to sensitive problems via pantomime, music, rhymes.
P/I F (11 minutes) AIMS 20.00-rent 155.00-purchase	**Who Needs You?** Rudy, who is from a Mexican-American background, sees how to view his difference as an asset. Viewers have the unique opportunity to realize that each one of us is unique and to consider how to use individuality constructively.
I sf-4 BFA 76.50	**What Is A Handicap?** Gives viewers opportunity to know 4 young people who are handicapped. Shows characters in everyday situations. Encourages viewers to see similarities between all people and to establish friendships with the handicapped.
I/JH sf Argus 20.00	**The Best of All Possible Worlds** Positive approach to helping students learn to accept and appreciate variety and differences in other people and the world around them.
JH/SH m-m Lakeshore 369.00	**Man: A Cross Cultural Approach** Explores activities, interactions, needs, and attitudes of all human kind. Photography and recordings illustrate how different people meet common needs. Helps students recognize universal similarities and learn to understand differences.
All ages sf Pennant 20.00	**Drap, The Drog** Life is difficult for Drap because he can't croak like the other frogs. He learns that even those who are different have a contribution to make and a selfhood in which they can take pride.

FAMILY

K/P tks Walker 34.75	**The Open Family Series** Children have difficulty adjusting to some normal life situations. This series offers a resource to help young children handle these life crises. Subjects pertain to going to the hospital, handicaps, dying, babies.
K/P v/c AIT 110.00	**What Are Families For?** Animal and human families depend on each other, have fun together and help each other, no matter what the family group may be.

P bk Childcraft 6.95	**The New Baby**	Reactions of older brother and sister to the new baby are both positive and negative. A baby is precious, but also a threat to the security of the older children.
P/I bk Childcraft 5.25	**I Won't Go Without A Father**	Book about a fatherless boy. Reveals the troubled feelings of one such boy and shows how he adjusts.
P bk Childcraft 5.25	**My Mom Hates Me In January**	To show that real life moms and dads don't always behave like storybook stereotypes, this story pictures a mother who gets upset over just about anything.
P sf-6 Coronet 95.00	**Me And My Family**	Case studies of typical family interactions help youngsters develop insights into their own feelings and behavior patterns.
P sf-5 Ed. Un-ltd. 49.00	**Family Feelings**	Sibling rivalry, a youngster's day with his father, affection between children and grandparents. These and other themes show children that emotions within all families are similar and expand their understanding of their own place within the family framework.
P/I sf-7 Stephens 90.00	**Personal Feelings About Your Family**	Provides children with insight into the source of feelings about family. Child gains an understanding of himself and those closest to him.
P/I/JH F (15 minutes) ADS 20.00-rent 235.00-purchase	**Feeling Left Out**	Divorce leaves many children with a temporary sense of isolation and depression. This film is designed to help children through this period of adjustment.
I ac Lakeshore 4.95	**Family Values Activity Cards**	40 reproducible activities give students insight into their role as family member.
I/JH sf-6 Eye Gate 74.00	**What If A Crisis Hits Your Family?**	Each filmstrip shows a child whose family is undergoing a crisis—divorce, illness, moving, death, unemployment. Watching a crisis in an impersonal way can prepare a child by helping him to understand the reactions he is likely to have if this ever happens to him.
I/JH sf-4 Learning Tree 54.00	**Your Family**	Demonstrating each stage the viewer will go through, the varying roles from dependent infant to old age, this set makes clear that each of us is placed in these roles as we age. Varying family situations including divorce, death, illness, and financial stress are explored.
I/JH/SH F (11 minutes) ADS 20.00-rent 170.00-purchase	**All Bottled Up**	Animation and an original music track highlight a child's perspective of alcoholic parents. Understanding the problem means don't over react, don't take the abuse personally, and don't bottle up your feelings.
JH sf-2 GA 59.50	**What Are Parents For, Anyway?**	Four dramatic vignettes illustrate major causes of parent-child conflict and methods of resolving it. Emphasis is on need to express real feelings, to hear other's point of view, and to reach mutually agreeable solutions.

JH
sf-2
GA
59.50

Brothers, Sisters, Feelings and You

Helps students become aware that competition, jealousy, and anger are normal feelings in sibling relationships, that there are constructive ways to deal with sibling conflicts, to appreciate the unique feelings of mutual pride, affection and support siblings share.

JH
sf-2
GA
59.50

Understanding Your Parents

Examines range of typical problems in relationships between teenagers and parents and motivates students to actively seek improved family interaction.

JH/SH
sf-6
Lakeshore
148.00

Broken Marriage: The Kids-Eye View

Explores the impact of divorce on family living. Young people who've been affected by divorce share their experiences and explain how they've coped.

JH/SH
C/c
Humanities
139.50

Family Crises: When Parents Divorce

Helps teenagers identify, understand and deal with problems that accompany divorce. Deals with positive as well as negative side of divorce. Young people are given sensible guidelines for handling feelings and situations that arise during this period.

SH
sf
Sunburst
69.00

My Parents Are Getting A Divorce

Directed at the problems adolescents may encounter when faced with parental separation or divorce. Some of the causes of divorce are examined. Teenagers are encouraged to take a positive role in dealing with problems and helping the entire family adjust after separation.

SH
sf-8
Coronet
120.00

Families In Crisis

Case studies of problems in family living offer alternatives and open up questions. Documentary style interviews with real life families probe effects of crisis on careers and family relationships.

JH/SH
sf
Scholastic
149.50

Family Living

Students will see how others handle problems of identity, frustration, peer pressure, family cooperation.

SH
sf
Sunburst
69.00

Adolescent Conflict: Parents vs Teens

Program assures students that this conflict is a natural part of maturation. With a greater understanding of the nature of the conflict, students are aided in identifying potential sources of conflict in their lives and dealing with them when they arise.

SH
m-m
Lakeshore
298.00

Realities of Family Life

Sensitizes students to the realities, challenges and options of family life. Gives student realistic understanding of the different phases of family living from adolescence to old age. Explores common family problems and alternative ways to resolve them.

SH
C/c
Humanities
79.00

How To Live With Your Parents And Survive

Humorous examination of relationships between parents and teenagers offers constructive advice for improving these relationships.

SH
C/c
Humanities
179.00

Violence In The Family: The Secret Tragedy

Takes students beyond the headlines to examine the underlying causes of violence, to see how cycles of violence become established in a family and to evaluate the social and psychological pressures that contribute to violent behavior.

FEELINGS/EMOTIONS

K/P
bk
Lakeshore
5.50

I Was So Mad

Helps children understand feelings of anger and how to discuss them openly.

K/P bk Lakeshore 4.95	**Feelings — Inside You And Out Loud, Too** Photos and text explore many familiar feelings.
K/P bk Children's Press 5.50	**How I Feel** Short, child-like statements about such emotions as love, fear, pride, anger, and joy accompany full color photographs of children in action.
K/P bks-16 Child's World 88.00	**Identity Books** Series of books dealing with feelings, being alone, friends.
K/P bk Lakeshore 5.50	**I Hate It** Children discuss everyday situations that make them feel uncomfortable.
K/P bk Lakeshore 3.95	**The Quarreling Book** Everyone was in a bad mood until a happy puppy turned that around.
K/P bk Lakeshore 5.95	**Sometimes I Like To Cry** Joey relates times when he cries, concluding that tears are okay.
K/P bk Lakeshore 1.95	**Sometimes I'm Afraid** Children learn to deal with fear and discuss it openly.
K/P bk Lakeshore 1.95	**Sometimes I'm Jealous** Parents' love for the older child gives his security when the new baby comes.
K/P bk Lakeshore 4.95	**How Do You Feel?** Beautifully illustrated, simply written book asks children to examine their feelngs and respond to the situations pictured.
K/P bk People 1.85	**Grown Ups Cry, Too** Young boy learns that we all cry sometimes—when we're scared, hurt, sad, tired, and even happy.
K/P/I bk Lakeshore 1.95	**Sometimes I Get Angry** Children learn to deal with anger and discuss it openly.
P bks Child's World 29.70	**What Does It Mean Series** Designed to help young children understand and deal with various experiences and feelings.
K/P r Lakeshore 7.95	**Songs About My Feelings** Songs and activities create safe environment for children exploring their positive and negative feelings and developing healthy self images.
K/P r ERC 7.95	**Everybody Cries Sometimes** Objectives are gaining confidence, feeling good about yourself, sharing feelings, having a sense of belonging. Music and lyrics are used to create an atmosphere of understanding and respect for each other.

K/P r ERC 7.95	**My Moods And Feelings** Self discovery record that offers young children an opportunity to examine, explore and acknowledge both the pleasant and the unpleasant emotions.
K/P r ERC 7.95	**Won't You Be My Friend?** Anger, sadness, fear, growing, and changing are all emotions that small children have to learn to cope with and understand. Through songs and rhythm games this album will help achieve this understanding.
K/P sf-6 Bomar 96.00	**How Are You Feeling Today?** Shows 4 basic emotions—happiness, sadness, anger, fear. Helps children recognize and express their own emotions.
K/P sf-5 Lakeshore 57.75	**Sometimes I Feel** Helps children recognize and accept feelings of fear, anger, loneliness, and need for friendship.
K/P sf-4 Ed. Man. 64.00	**How Do You Feel, Funnyface?** Funnyface is a pantomime artist. He shows the variety and universality of feelings. Children are encouraged to participate as the mime explores the different ways people react to others and to their environment and the different ways their feelings are expressed.
K/P v/c-15 Hubbard 1,995.00	**I Am, I Can, I Will** Features Mister Rogers entertaining young children in ways that reach their inner feelings about themselves and others. Specially developed to help teachers open discussions and explore with young children their feelings and fears. Developed especially for children with obvious handicaps, but those without handicaps will benefit equally.
K/P v/c AIT 110.00	**Everybody Is Afraid Sometimes** Some fears are useful and some are fun (as at Halloween), but others are enemies that children should talk over with someone who cares.
P/I p DLM 5.25	**The Many Faces of Children** 12 posters capture events and emotions that children experience but may have difficulty recognizing and verbalizing. Instructions include comments on each situation and suggestions for using them to stimulate language development and general social and cultural awareness.
P/I ac Lakeshore 4.95	**I Have Feelings** Individualized task cards ask children to recognize and express their feelings and values.
P/I g Lakeshore 11.95	**See How You Feel Cards** Helps children identify, express and develop language relating to emotions.
P/I sf-3 Lakeshore 65.00	**Anger Is Part of Everybody's Life** Presents an overview of the causes and effects of anger. Dramatizes 2 young people coping with anger at authority and their peers.
P/I sf-3 Lakeshore 65.00	**Everyone Faces Fear** Explores universality of fear and dramatizes 2 children coping with fear of authority and fear of self assertion. Encourages children to examine, understand and express their fears.
P/I sf-5 Mafex 99.50	**It's Good To Be Me** Leads children to think, talk about and share feelings. Designed to help children get in touch with emotions.

P/I/JH
sf
Learning Tree
55.00

Understanding Your Feelings

Explains and demonstrates that everyone has emotions, but there are a number of ways these emotions can be expressed—some are socially acceptable, some aren't.

I/JH
sf
Argus
20.00

Warm Fuzzies

Conveys to students the joys of sharing and the consequences of greed. Viewing and discussing Fuzzies results in a positive approach to sharing—that of giving generously and not counting the cost.

I/JH
sf
Pennant
65.00

So You Didn't Get Your Way: Anger

Helps young people understand the feeling of anger in themselves and others. Shows that it is natural to experience anger in certain situations. Dramatic sketches encourage students to express their problems and feelings, preparing them to deal with this emotion.

I/JH
sf
Pennant
59.00

Your Emotions: The Coping Process

Students examine realistic case studies and learn what emotions are and how they develop into integral parts of their personality. They learn how to cope with everyday feelings.

I/JH
sf
Pennant
65.00

So You Didn't Get Your Way: Everyone Faces Fear

Three part program examines different types and aspects of fear and helps students differentiate between real and imaginary fears. Students are shown that talking about individual fears is often the best means of handling them.

I/JH
sf-4
BFA
70.00

Healthy Feelings

Stories of the events in the lives of 4 teenagers helps students examine their feelings. They learn that feelings often cause other feelings that are related to their physical health and that sometimes people can change feelings by changing the way they act.

JH
p
DLM
5.00

The Many Faces Of Youth

Designed to introduce students to their emotions, allowing them to see, understand, and discuss how others react to their feelings. 12 photographs of teenagers experiencing various emotions and situations.

JH/SH
g
Pennant
9.50

Feelin'

Helps students identify, clarify and express personal feelings. Encourages students to express thoughts and feelings regarding their experiences.

SH
sf
Pennant
24.95

How To Feel

Helps people get in touch with their emotions and deal with them in a positive way. Helps develop respect for own feelings and those of others.

SH
C/c
SMI
124.50

Why Do I Feel This Way?

Students are motivated to explore the physical, psychological and motivational elements involved in feeling an emotion and communicating it to others. Dramatizes a series of situations dealing with common emotional experiences involving family, friends and school.

RELATIONSHIPS

K/P
bk
Lakeshore
5.50

Mine, Yours, Ours

Pictures and brief text illustrate the idea of owning and sharing.

K/P
bks
Child's World
47.60

Interaction Books

Series of 8 books which explore the many situations children encounter as they grow older and their world expands. Deals with everyday experiences that may frighten or confuse children.

K/P bk Children's Press 5.50	**Together** Awareness of interrelationships is stimulated by numerous full color photographs and easy text.
K/P bk Whitman 4.13	**Anyhow, I'm Glad I Tried** Never mind that Irma Jane is a truly disagreeable and mean kid. Mother says to be nice to her. This will help children realize an attempt at friendliness is a worthwhile effort.
K/P bk/c-5 Children's Press 149.75	**Interaction Book Bags** Possible resolutions to potentially overwhelming situations are explored in these books.
K/P r Lakeshore 7.95	**Won't You Be My Friend?** Songs and rhythm games help children learn to interact with others while recognizing and accepting their own feelings.
K/P r Lakeshore 7.98	**I've Got A Reason To Sing** Lively activities cover: getting along with others, respecting differences, sharing, working together, and learning about the world.
K/P r ERC 6.95	**I Have A Friend In You** Exploration of the meaning of friendship through dialogue and music.
K/P sf-8 Bomar 128.00	**If You Do Something** Presents simple examples of cause and effect, progressing to social-emotional confrontations children can identify with.
K/P sf-6 Bomar 96.00	**I Know How You Feel** Helps children understand that there are many behavioral options open to them and to predict probable outcomes of various behaviors.
K/P m-m EBEC 403.00	**Getting Along With Others** Thoughtfulness, cooperation and understanding are qualities explored in this unit.
P F (10 minutes) AIMS 20.00-rent 155.00-purchase	**Guidance . . . Working With Others** Various situations are presented. The viewer is urged to participate by responding to narrator's questions, such as "How do you think it feels when someone else makes fun?", "How can you help?"
K/P v/c AIT 110.00	**Everybody Needs A Friend** Imaginary friends can be fun and comforting, but it is good to know how to make real friends and how to be a friend.
K/P v/c AIT 110.00	**Friends** Young children talk about being friends—laughing and talking together, helping and teaching one another—and about how it feels when somebody's just "plain mean".
P/I sf-4 SVE 60.00	**Learning To Live With Others** Stories designed to help children think for themselves emphasize the importance of getting to know yourself and getting along with other people. Children from a variety of ethnic and economic backgrounds are shown.

P/I sf SVE 19.50	**Winnie the Witch and the Friendless Creature** A fierce and fearsome creature learns how to make friends when Winnie teaches him to smile. Viewers learn that if you want to win a friend, you have to be one.
P/I/JH F ADS 20.00-rent 130.00-purchase	**Acceptance** Flowers are used to portray the individual and various groups who either accept or reject him, showing how most people need a group to be identified with, but that a group does not necessarily accept the individual. Done in animation form with no narration.
P/I sf-4 Random 60.00	**Being Kind** Shows what it means and how it feels to be kind, and how this behavior affects us and the people around us.
P/I sf-4 Learning Tree 60.00	**People Need People** Shows students the basic dependent and interdependent relationships between people. Also examines the way which dependent relationships grow and change as the individual becomes more self-sufficient.
P/I sf Pennant 58.00	**Being Courteous—Being Considerate** Makes the premise that an understanding of consideration for others and the desirability of orderly, flexible social interaction is central to appropriate and courteous behavior. Lessons conducted through zany stories.
P/I/JH F (11 minutes) ADS 20.00-rent 155.00-purchase	**Finding A Friend** Danny learns that friendship is a 2-way street. The only worthwhile relationship is with a person who wants to be friends with you.
P/I F (11 minutes) AIMS 20.00-rent 170.00-purchase	**Guidance . . . Does Color Really Make A Difference?** Presents several sequences wherein ethnic origins are unidentified, but different colors are presented in varying hostile actions. The viewer is led to believe that these actions have no bearing or relationship to ethnic origin. Conclusions are left to the audience.
P/I m-m SRA 184.00	**Focus On Self Development . . . Stage Two: Responding** Topics include self concept, abilities, limitations, interests, concerns, communication, companionship, acceptance, rejection. Stories and activities encourage students to think and talk about personal, social, emotional, and intellectual life.
I/JH/SH g Pennant 7.00	**Join** Teaches students how to work together. Success can depend as much on team work skills as individual initiative. In this small group game, students work silently on solving a puzzle which requires group cooperation.
JH m-m AGS 125.00	**Transition** Explores needs, goals, expectations, feelings, values, conflicts of middle school children. Helps develop self respect and regard for others by promoting human understanding, empathy and personal responsibility. Organized into 5 self contained units which may be purchased separately or together.
JH/SH sf HRM 55.00	**Relating: The Art of Human Interaction** Encourages students to critically evaluate the ways in which they relate to others. Demonstrates how we give and receive impressions.
JH/SH sf HRM 55.00	**You And The Group** Probes workings and dynamics of group interaction to help students assess their own groups. Stresses problems as well as importance of belonging to a group.

Problems In Human Relations: Resolving Personal Conflicts

JH/SH
C/c
Humanities
139.50

Examines various factors that contribute to personal conflicts and directs attention to this method people typically use to deal with them. Stresses dealing with problems openly.

Interpersonal Life Skills Complete Multimedia Program

JH/SH
m-m
Lakeshore
425.00

Designed to help students develop the skills they need to get along with others on the job, at home and with friends.

Me And Others

JH/SH
wkbk
Games
34.00

Varied program teaching basic life skills: how to know and live with oneself and others. Learn how to examine selves positively, recognize and deal with different roles, how to communicate successfully, feelings and needs of others.

The Gentle Art Of Saying No

SH
sf
Sunburst
99.00

Students learn specific verbal skills for asserting the right to say no without feeling guilty or unpopular.

Relating: The Art of Human Interaction

SH
sf
Sunburst
69.00

Students discover how we give and receive impressions. They analyze the role of manipulation. They learn to enrich their lives through more effective communication and other techniques of interaction.

VALUES

Learning About Living: A Value Series

K/P
bks-6
Children's Press
33.00

Provides children with stories that have values inherent in them and wherein qualities of character are demonstrated.

Values

K/P
sf-6
Eye Gate
74.00

Designed to assist young learners in developing a standard of values. Explores areas of social conflict. Appropriate and inappropriate responses are given without a judgment being made. Students are asked to role play or discuss problems and responses.

Furthering Values

K/P
sf-6
Eye Gate
74.70

Designed to further young people's thinking about their own values. Presents situations and alternative responses so students can make up their own minds.

Teaching Children Values

K/P/I
sf-2
Ed. Act.
25.00

Open ended stories in which each child can see himself as the central character provide the opportunity to broaden understanding of such values as integrity, responsibility, courage, love.

Winnie the Witch: Stories About Values

P
sf-4
SVE
78.00

Winnie and the town of Ipsilwhich add their magic to themes of honesty, responsibility, diligence, and forgiveness. Characters confront problems involving values.

Wonderworm

P
sf-4
Pennant
74.00

Musical stories each present a problem or situation which the children will relate to. In each story the characters are faced with conflicts and decisions which make it necessary for them to examine and clarify a set of values.

Guidance . . . What's Right?

P
F (11 minutes)
AIMS
20.00-rent
170.00-purchase

Various episodes are presented in which the viewer is asked how he would handle a certain situation.

P/I sf-15 Pennant 108.00	**Exploring Moral Values**	Presents 44 dramatized situations involving value decisions and concerning prejudice, honesty, authority, and personal ethics. Helps students learn more about themselves, gain confidence in their own judgment and define their values.
P/I sf-4 SVE 72.00	**Basic Values For Everyday Living**	Demonstrates how a solid framework of good moral and ethical values can make every day happier.
P/I sf-6 ERS 96.00	**What Do You Think?**	Encourages children to think about situations where value judgments are required. Helps children formulate their own values and decide what's best for them.
P/I sf-4 Random 64.00	**Being Responsible**	Members of the Maple Street Aces teach important lessons about responsibility to self and others. Topics covered include: health, appearance, positive self image, personal values, goals, importance of teamwork, meeting obligations.
P/I sf-4 Learning Tree 60.00	**Being Kind**	Deals with the concept of kindness—what it means, how it feels to be kind, and how this behavior affects us and the people around us.
P/I/JH sf-4 Learning Tree 62.00	**Vandalism, Stealing, Lying, and Hurting People**	The belief that almost all children agree that it is wrong to hurt people is the core of this program. Dramatic vignettes are used to examine specific behavior.
P/I bks-20 Pennant 119.00	**Value Tales**	Series of books created to help children understand basic personal values. Each is written in easy to read story form. They are tales about real people and their accomplishments.
P/I bks Pennant 30.00	**Serendipity Books**	Individual's reading for entertainment will be stimulated by the moral at the end of each tale, i.e. Kartusch is a sightless snake who shows Furry Eyefulls how to feel beauty without having to see it.
P/I bk/c Lakeshore 39.95	**Transition: Formulating Values**	Helps young children deal with their feelings and reactions during the transition from home to school environments.
P/I c/sm Lakeshore 65.00	**Forest Town Fables**	Cassettes narrate animal tales about kinds of feelings and problems experienced by young children. Students listen and use the corresponding activity sheets to make decisions about their own values.
I g Ed. Ach. 15.00	**The School Values Auction Game**	Values certificates are auctioned off allowing students to determine what is most important to them about school.
I sf-5 Ed. Ach. 77.50	**It's Your Choice**	Presents real life conflict situations that stimulate values clarification activities.
I sf-4 BFA 70.00	**Values: Making Choices**	Presents 4 conflict situations common to this age: jealousy—loyalty, trust—privacy, group conformity—individual ideal, the issue of what price winning.

I sf-6 SVE 110.00	**Tales of Winnie the Witch** Winnie helps teach values that make life happier for ourselves and others: love, sharing, being neighborly and unselfish, looking at both sides of a story.
I/JH sf-7 Xerox 145.00	**Values Filmstrips** Cartoon characters and amusing stories raise basic value questions and stimulate students to think. Explores such issues as accepting the consequences of decisions, learning from mistakes, success and happiness.
I/JH sf-4 Learning Tree 60.00	**Girls and Boys—Men and Women** Helps students understand the opportunities and problems they now face. Encourages their belief that problems can be overcome and are worth dealing with because of the greater opportunities now available to us.
I/JH sf-4 Pennant 100.00	**Values In Action** Gives students practice in decision making and alternate solutions. The filmstrips are problem stories that stop at the point of decision.
I/JH/SH sf Pennant 99.00	**Values Clarification Program** Uses allegory to stimulate examination of social issues. Students watch 4 stories in which animals act out situations involving prejudice and discrimination. Stories are open ended.
I/JH/SH g Pennant 8.95	**Value Bingo** Caller reads statements instead of numbers and players identify the value category emphasized in the statement. Players interpret statements in terms of 8 value categories and examine the value in different statements.
JH/SH bk/sm Argus 18.50	**Meeting Yourself Halfway** Provides values clarification strategies for everyday living. Helps students recognize own values and gain insight into their thoughts and feelings.
JH/SH p/sm Argus 7.50 (each)	**Making Sense Of Our Lives** 36 units in which a poster focuses on the theme with the central concept to be developed and explored. Some of the units include "Learning About Myself", "Expressing Feelings and Emotions", "Goals, Decision Making".
JH/SH ac DLM 10.50	**Sensitivity** 46 cards present problems shared by most young people. Students are encouraged to find answers that are personally rewarding and respectful to other people concerned. Cultivates sympathy and understanding necessary for moral development.
JH/SH g SSSS 5.95	**Values** Board game designed to promote classroom discussion of current social issues. As players move along the board, their feelings and values are challenged by other students.
JH/SH m-m Argus 49.50	**Life Line** Planned to help students show consideration for the needs, feelings, interests, and points of view of others. Encourages role playing and discussion. Includes students in a variety of dilemmas that give them practice in considering choices, making decisions, and discussing probable outcomes and effects.
JH/SH m-m Scholastic 99.50	**Maturity: Growing Up Strong** Fiction and non-fiction helps students define individual and social roles and encourages discussion of such questions as "Do you dare to be an individual?" and "Do you know where you're going?"

JH/SH m-m Scholastic 99.50	**Values: What's Important To You?** Each of the readings and activities contributes to the student's understanding of his personal values. Includes short stories on the meaning of life and death, personal goals, conflicting values and articles about winning, losing, and cheating.
JH/SH sf Argus 20.00	**Truth and Consequences** Telling the truth has consequences which are not always pleasant. Are white lies really so bad? This filmstrip discusses the relationship between truth and trust.
JH/SH sf Argus 20.00	**Strike It Rich** Open ended story of a prospector who confronts the question of how wealth may change people and their values.
JH/SH sf Argus 20.00	**You Have To Want Something** Confronts the problems young people face in search of values and meaning. Provokes discussion and personal responses about what we value most in life.
JH/SH sf-6 Eye Gate 74.70	**Values for Living** Gives each student a chance to think about his own values and decide whether they satisfy him or whether he needs to work on developing a set of standards that will reflect the way he truly wants to live.
JH/SH sf-6 Eye Gate 74.70	**Understanding Values** These filmstrips do not teach answers, instead a chain of logical questions are raised from which the individual must take a stand and therefore come to an evaluation and understanding of his own values.
JH/SH p Lakeshore 9.75	**Where Do You Stand?** Students are asked to evaluate situations and make decisions based on their own values.
SH bk Pennant 6.60	**Looking In: Exploring One's Personal Health Values** Offers 100 value exercises. Goal is to develop the student's positive self image by strengthening the decision making process.
SH m-m Scholastic 99.50	**Loyalties: Whose Side Are You On?** Loyalty to family, friends, ethnic group, and country is covered in stories, plays, and articles intended to reveal how loyalty is part of life.
SH sf-4 Sunburst 119.00	**Values For Dating** By contrasting current dating values with those of the past, this program highlights the widely divergent approaches to love and sex that are possible, explaining that no one approach is right for all.
SH sf-4 Lakeshore 85.00	**Lifestyles: Options For Living** Filmstrips and activities help students clarify values, establish priorities, and set realistic goals.

PROFESSIONAL/RESOURCE

All items in the professional resource section are books.

Pennant 8.95	**100 Ways to Enhance Self Concept in the Classroom** Includes a variety of tested techniques for teacher and group leaders to use in helping people to understand themselves better and to regard themselves more positively.

Pennant 6.95	**Self Esteem: A Classroom Affair** Practical classroom tested activities to help young people feel good about themselves, use their talents, and develop social skills.
TRC 13.95	**It's Me . . . Building Self Concepts Through Art** Activities provide experiences for children that will strengthen self concept and body awareness through the use of photographs, mirrors, self drawings. In all activities, the child's own face is the focus of the activity.
DOK 2.95	**It's Me/You'll See** Develops positive self concept in students. Activities pertain specifically to values clarification and all are designed as a means to motivate and develop creative thinking.
People 1.95	**Learning Discussion Skills Through Games** Filled with ideas for fun ways to build communication and discussion skills.
Pennant 15.95	**Looking Out/Looking In: Interpersonal Communication** Activity based text with emphasis on learning by doing. Each chapter combines text material, readings and class activities.
People 3.95	**The Cooperative Sports and Games Book: Challenge Without Competition** Over 100 games based on the idea of cooperation, not competition.
SSS 3.50	**Awareness Games: Personal Growth Through Group Interaction** Practical handbook of over 100 awareness activities and games for groups of 4 or more.
People 4.95	**A Peaceable Classroom: Activities to Calm and Free Student Energies** Helps meet the need to change inner disquiet into more productive and creative energy.
Addison-Wesley 7.60	**Aware** Handbook for teachers to help improve classroom behavior and students' social development. Contains 4 units with 70 discussion and role playing activities.
Childcraft 8.95	**Survival Kit for Teachers (& Parents)** Real classroom problems and real ways to cope. Things to do, things to say while it's happening. From 5 to 30 options for each problem behavior.
People 4.95	**Transpersonal Education: A Curriculum for Feeling and Being** Lesson plans that put transpersonal psychology theory to work in a typical classroom situation.
People 10.00	**Designs in Affective Education** Resource program for junior and senior high with 126 different strategies on themes of communication, freedom, happiness, life, peace, love.
People 5.95	**Toward Humanistic Education: A Curriculum of Affect** Specific procedures for encouraging students' emotional growth as well as examples of behavioral objectives for affective learning.
Pennant 9.95	**The Other Side of the Report Card: A How-To-Do-It Program for Affective Education** Emphasis is on becoming more aware, more self confident, more interpersonally effective. 24 units plus a trouble shooting guide to common set-backs.

DOK
7.50

Affective Direction—Planning and Teaching for Thinking and Feeling

Comprehensive planning and teaching guide with focus on emotions, attitudes and values.

I.E.S.S.
7.50

Affective Education Guidebook: Classroom Activities in the Realm of Feelings

Contains tested classroom activities and 4 specially useful resource units.

People
5.95

Strategies in Humanistic Education

Contains over 200 recipes under 13 themes, including imagination, anger, joy, death, prejudice, acceptance.

Pennant
15.95

Role Playing for Social Values

Concentrates on the use of role playing to explore group behavior and the dilemmas of the child in search for identity and personal values. Provides simulations which enable young people to make trial decisions, to confront the consequences of their decisions, and to analyze the values underlying their behavior.

SSSS
4.95

Value Exploration Through Role Playing

Description of specific role play techniques applicable in junior and senior high. Stresses usefulness of role playing in encouraging student discussion.

Pennant
6.95

Role Playing in the Elementary School: A Manual for Teachers

Presents rationale behind role play. Clearly explains how to make this technique an integral part of the curriculum. Lesson plans for 50 role play situations.

Pennant
9.50

Value Clarification in the Classroom: A Primer

Step by step guide to the value sheet approach. Supplies sample activities for 6 value sheet formats.

Pennant
5.95

Beginning Values Clarification: A Guidebook for the Use of Values Clarification in the Classroom

Describes step by step how to use values clarification in the classroom. Shows how to help students clarify those things that are important to them.

Pennant
6.95

Values Clarification: A Handbook of Practical Strategies for Teachers and Students

Contains 79 strategy situations, complete with procedures.

Pennant
3.95

Clarifying Values Through Subject Matter

Emphasizes the need for the values level of teaching in addition to the facts and concepts levels. Examples from 20 different subject areas. Helps teacher emphasize the very areas that make learning rewarding, including personal goals and values.

Pennant
6.95

Human Values in the Classroom

Aim is to create a classroom environment of acceptance and trust, where students feel free to test and examine their values.

Pennant
8.95

Personalizing Education: Values Clarification and Beyond

Helps teachers integrate values clarification strategies with the total curriculum. Instead of setting aside a "values time" during the day, teachers can use these strategies through the day.

Pennant
13.00

Health Education: The Search for Values

Methods book that applies values clarification techniques to health education. Helps students understand how values originate, how they can be changed, and how students can develop skills in values clarification that will be the basis for a lifetime of health.

People	5.95	**Developing Values with Exceptional Children**	Practical handbook of teacher tested activities and values clarification strategies for use with exceptional children.
Addison-Wesley	11.16	**Teaching Strategies for Social Studies: Inquiry, Valuing and Decision Making**	Central thesis is that the primary goal of social studies should be to help students develop the ability to make reflective decisions, thus enabling them to resolve personal problems and shape public policy through intelligent social action.
Pennant	6.95	**Developing Effective Classroom Groups**	Primarily a practical guide, with emphasis on specific things to do that will enhance learning, promote social growth and ease tension and discipline problems.
People	3.95	**Left-Handed Teaching**	Excellent units and lessons for students which combine cognitive and affective dimensions of learning.
People	4.95	**Meeting the Needs of Children**	200 suggestions for meeting the emotional needs of all students.
People	6.95	**Reaching Out: Interpersonal Effectiveness and Self Actualization**	Exercises presented in a theory context. Skills for initiating new friendships as well as maintaining good relationships over time.
People	6.50	**Decisions Are Possible**	Educational mental health approach emphasizes the ability to apply systematic, step-wise thorough process to real life decision dilemmas.
AGS	28.50	**The Bookfinder: A Guide to Children's Literature About the Needs and Problems of Youth Aged 2-15**	Reference work that describes and categorizes 1031 current children's books according to psychological, behavioral and developmental topics of concern to children and young adolescents.
Childcraft	6.95	**The Geranium on the Windowsill Just Died But Teacher You Went Right On**	Sensitive, humanistic view of children's reactions to teachers and schooling. Vivid illustrations underscore the messages transmitted to the teacher.
Goodyear	9.50	**Will the Real Teacher Please Stand Up?**	Contains material that extends and deepens the reader's appreciation of teaching to the whole child and to individual differences. Stresses using the group to explore ideas and feelings.
Pennant	2.25	**Teacher and Child**	Offers practical suggestions for teachers as they face the daily challenge of children and their needs.
Pennant	2.25	**Schools Without Failure**	Proposes a program to reduce school failure and to help children find involvement and a positive identity.
Pennant	1.95	**Reality Therapy**	Encourages individuals to face the reality of the situation and to take responsible action appropriate to the situation. Clearly demonstrates the effects of responsible versus irresponsible behavior.

Lakeshore
4.95

Developing Human Potential

Practical suggestions for helping students increase awareness of themselves and their relationships with others.

Pennant
5.95

Getting It Together

Puts Lawrence Kohlberg's theories on moral development into a teacher handbook. Teacher is provided with detailed information on working with students in the use of peer group discussion of dilemmas.

Childcraft
3.25

Learning to Adjust

Realistic development of difficulties, problems and opportunities teachers face in working with young children. Focuses on children's feelings and teacher attitudes.

Appendix G
Suggested Materials - Academic

Publishers

ABC
437 Armour Circle
Atlanta, Ga. 30324

Alfred Adler
159 N. Dearborn St.
Chicago, Ill. 60601

Allyn & Bacon
Longwood Division
Rockleigh, N.J. 07647

American Guidance
Circle Pines, Minn. 55014

Barnell Loft
958 Church St.
Baldwin, N.Y. 11510

Book Lab
1449 - 37th St.
Brooklyn, N.Y. 11218

Bowmar
4563 Colorado Blvd.
Los Angeles, Ca.

Childcraft
20 Kilmer Rd.
Edison, N.J. 08817

Communication Skill Builders
817 E. Broadway
P. O. Box 6081-E
Tucson, Ariz. 85733

Continental Press
127 Cain St. NW
Atlanta, Ga. 30303

Croft
Box 15
Greenwich, Ct. 06870

CTES
180 E. 6th St.
St. Paul, Minn. 55101

Curriculum Associates
6 Henshaw St.
Woburn, Mass. 01801

Developmental Therapy Resources
Rutland Center
698 North Pope St.
Athens, Ga. 30601

DLM
7440 Natchez Ave.
Niles, Ill. 60648

Dynamite
Box 2005
Englewood, N.J. 07631

EBE
425 N. Michigan Ave.
Chicago, Ill. 60611

Edmark
13241 Northup Way
Bellevue, Wash. 98005

EMC
180 E. 6th St.
St. Paul, Minn. 55101

ETA
159 W. Kinzie St.
Chicago, Ill. 60610

Fearon
6 Davis Dr.
Belmont, Calif. 94002

Harcourt Brace
1372 Peachtree St. NE
Atlanta, Ga. 30309

IESS
P. O. Box 237
Wayne, N.J. 07470

Interpretive Education
400 Bryant St.
Kalamazoo, Mich. 49001

Janus Book Publishers
3541 Investment Blvd. - Suite 5
Hayward, Calif. 94545

King Features
Dept. 1241
235 East 45th St.
New York, N.Y. 10017

Love Publishing
6635 East Villanova Place
Denver, Col. 80222

Lyons
530 Riverview Ave.
Elkhart, Ind. 46514

Mafex
90 Cherry St.
Box 519
Johnstown, Pa. 15907

Magic Circle Press
7574 University Ave.
LaMeca, Calif. 92041

McGraw-Hill
1212 Avenue of the Americas
New York, N.Y. 10020

Merrill
1300 Alum Creek Dr.
Columbus, Ohio 43216

Modern Education Corp.
P. O. Box 721
Tulsa, Okla. 74101

National Geographic World
Dept. 00777
17th & M Streets, NW
Washington, D.C. 20036

Prentice Hall
P. O. Box 527
San Jose, Calif. 95106

Scholastic
902 Sylvan Ave.
Englewood Cliffs, N.J. 07632

SRA
259 East Erie St.
Chicago, Ill. 60611

Steck-Vaughn
P. O. Box 2028
Austin, Texas 78768

Stevens
3427 Oakcliff Rd., NE
Atlanta, Ga. 30340

Teaching Resources
100 Boylston St.
Boston, Mass. 02116

WPS
12031 Wilshire Blvd.
Los Angeles, Calif. 90025

Xerox Education Publications
1250 Fairwood Avenue
P. O. Box 2639
Columbus, Ohio 43216

Follett
1010 W. Washington Blvd.
Chicago, Ill. 60607

Good Apple
Box 299
Carthage, Ill. 62321

Guidance Associates
757 Third Avenue
New York, N.Y. 10017

Troll Associates
320 Rt. 17
Mahway, N.J. 07430

Walt Disney Educational Media
500 South Buena Vista St.
Burbank, Calif. 91521

Argue
7440 Natchez Ave.
Niles, Ill. 60648

Goodyear Publishing
Santa Monica, Calif. 90401

Laidlaw Brothers
Division of Doubleday
Thatcher & Madison
River Forest, Ill. 60305

SUGGESTED READING MATERIALS

SRA

- Distar Reading I, II, III
- Corrective Reading (grades 4-adult)
- Reading Labs (1-3)
- School House Work Attack Kit (1-3)
- School House Comprehension Patterns (3-6)
- Thinklab I (3-adult), II (5-adult)
- Newslab I (4-8), II (5-9)
- Super A (comic kit) reading - 2 & 3 HI/LV*
- Super B reading - 4 HI/LV
- Reading for Understanding

DLM

- Sound Foundations (elementary)

Scholastics

- Phonics workbooks
- Individualized reading (1-6)
- Sprint (secondary) Level I - reading 2 & 3 HI/LV, Level II - reading 3 & 4 HI/LV
- Sprint Libraries HI/LV
- Real Life Reading Skills (secondary)
- Action Magazine (grades 7-9) reading 2 & 3 HI/LV
- Action Remedial Reading (7-12) reading 2-4 HI/LV
- Scope Series

Barnell Loft

- Specific Skill Series (1-6)
- Specific Skill Series (4-9)
- Supportive Reading Skills

McGraw-Hill

- Time for Phonics
- Reading for Concepts (secondary) reading 2-6
- Learning Skills Series (secondary) reading 2-3
- New Practice Reader

Continental Press

- Step-by-Step Reading A & B (masters)

Xerox Publications

- Pal Paperbacks (secondary)
  - Kit A (reading 1.5-3.5) HI/LV 3C76301
  - Kit A+ (reading 2.5-2.5) HI/LV 3C76501
  - Kit B (reading 3.5-5.5) HI/LV 3C76401
- Reading Success HI/LV
- Reading All Around You (reading - 1 & 2)
  - (Markets & Menus, Trips & Travel, Shops & Service)
- Know Your World (newsweekly) ages 10-16 reading - 2 & 3 HI/LV
- You & Your World (newsweekly) ages 14 & up reading 3-5 HI/LV
- Ginn Word Enrichment Series

Merrill

- Merrill Phonics Skilltext (readiness - 6)
- Merrill Reading Skilltext (study skills)

Croft

- Skillpacks Intermediate (4-6)
  - Primary (2-3)
    - (for Literal & Interpretive)
    - (for Analytic & Critical)

King Features

- Comics Reading Library

Steck-Vaughn

- Adult Program

National Geographic World

- National Geographic World Magazine (Primary)

Dynamite

- Bannanas Magazine (secondary)
- WOW Magazine (K-2)
- Dynamite Magazine (4-8)

Harcourt Brace

- Bookmark Basal Reading Series

Bowmar

- Monster Books I (beginning reading) HI/LV
  - II (reading 1) HI/LV

SUGGESTED SCIENCE MATERIALS

Scholastic

- Beginning Concepts Science (life) (physical)
- Map Skills Workbooks

McGraw-Hill

- Elementary Science Modules (no reading)

Steck-Vaughn

- Science for You (made for special education)

SUGGESTED MATH MATERIALS

IESS

Money Stamps
Clock Stamps

Fearon

Pacemaker Arithmetic Program (for slow learners)
Money Makes Sense

Malex

Target Math (vocational)
Survival Math (secondary)
Prentice Hall Books and Masters
Frank Schaffer Math Materials (SLAM, etc.)
Hayes Duplicating Masters

Continental Press

Step-by-Step Math Kits A & B (masters)

Steck-Vaughn

Succeeding in Math (K-6) for slower students
Working with Numbers

Modern Education Corp.

Dart Math Game
Spin-it Math Game

Scholastic

Scholastic Math Skills Program
Real Life Math Skills

DLM

Moving Up in Numbers (basic concepts)
Moving Up in Time
Moving Up in Money

ETA

Veri-Tech Math Labs (sampler set) Primary, Intermediate
Mini-tutors
A variety of good manipulative materials

SRA

Distar Math I, II, III
Schoolhouse Math I (1-2), II & III, (1-4)
Skills Modes in Math (4-adult)

Harcourt Brace

Sequential Math (add & sub) good for drill, (mul & div) good for drill

Laidlaw

Lennes
Spectrum

*HI/LV - *High Interest/Low Vocabulary*

SUGGESTED LANGUAGE ARTS MATERIALS

Communication Skill Builders

Gaol I (Language), II (Language)

Teaching Resources

Fokes Sentence Builder
Fokes Sentence Builder Expansion
Additional Cards

Steck-Vaughn

Target Spelling
Building Work Families

Love Publications

I Can Spell

Curriculum Associates

Working Words in Spelling
Preview Set
Writing Lessons for Working Words (masters)
Spellmaster Diagnostic Spelling (1-8)
Following Directions (Primary), (Intermediate)

Follett

Spelling & Writing Patterns (1-8)

Scholastic

Writing Skills Books (1-6)

DLM

Blank Overlay Book
Vinyl Writing Board

SRA

Words & Patterns (1-6)

SUGGESTED MATERIALS FOR THERAPEUTIC PLAY

DLM

- People, Puppets & Scripts

Childcraft

- Early Years Camera Kit (1 camera), (6 cameras/guide)
- Me Doll
- Portable Easel
- Messy Play Tray
- Perma Clay (1 lb.)

ABC

- Fun with Faces (family face puppets)
- Art Supplies
- Records
- Fisher Price Play Family, Hospital, Farm, etc.
- Black Wooden Telephone
- Stand-up Mirror
- Trucks, Cars, Trains
- Large Blocks
- Puppet Stage
- Doll House
- Erector Set
- Tinkertoy Sets
- Supermarket Set
- Cash Register
- Kitchen
- Tea Set
- Dolls
- Doll Furniture
- Hats/Clothes for Dress-up
- Doctors Kit
- Walk-in Playhouse
- Puppets
- Board Games
- Toss Games
- Punching Bag
- Jump Rope
- Sponge Balls
- Dolch Materials
- Flannel Board
- Body Puppets

Appendix H
Suggested Reading and Professional Books

Axline, V. M., *Dibbs*, Boston: Houghton Mifflin, 1964.

Axline, V. M., *Play Therapy: The Inner Dynamics of Childhood*, Boston: Houghton Mifflin Co., 1947.

Clarizio, Harvey F. and McCoy, George F., *Behavior Disorders in Children* (2nd ed.), New York: Thomas Y. Crowell Co., 1976.

Clarizio, Harvey F., *Toward Positive Classroom Disciplining* (2nd ed.), New York: John Wiley and Sons, Inc., 1976.

Clark, Donald H. and Lesser, Gerald S., *Emotional Disturbance and School Learning: A Book Readings*, Chicago: Science Research Associates, Inc., 1965.

Collins, Myrtle T. and Collins, Dwane R., *Survival Kit for Teachers (And Parents)*, Pacific Palisades, CA: Goodyear Publishing Co., Inc., 1975.

Des Lauriers, Austin and Carlson, Carole, *Your Child Is Asleep*, Lionewood, Illinois: The Dorsey Press, 1967.

Dreikurs, Rodolf F., *Maintaining Sanity in the Classroom*, New York: Harper & Row, 1971.

Erickson, E. H., *Childhood and Society* (2nd ed), New York: W. W. Norton, 1963.

Ernst, Ken, *Games Students Play*, Millbrae, California: Celestial Arts Publishers, 1972.

Freud, Anna, *Normality and Pathology in Childhood*, New York: International Universities Press, 1965.

Frieschman, A. F., Whittaker, J. K., and Brendtro, L. K., *The Other 23 Hours*, Chicago: Aldine Publishing Co., 1969.

Ginott, H., *Teacher and Child*, New York: Macmillan Press, 1972.

Glasser, W., *Reality Therapy*, New York: Harper & Row, 1965.

Glasser W., *Schools Without Failure*, New York: Harper & Row, 1969.

Gordon, S., *The Sexual Adolescent: Communicating with Teenagers About Sex*, Belmont: Duxbury, 1973.

Gordon, Thomas, *Teacher Effectiveness Training*, New York: Peter H. Wyden, 1974.

Graziano, Anthony M. (ed.), *Behavior Therapy With Children II*, Chicago: Aldine Publishing Co., 1975.

Haring, N. G. and Phillips, E. L., *Educating Emotionally Disturbed Children*, New York: McGraw-Hill, 1962.

Harris, T. A., *I'm OK - You're OK*, New York: Harper & Row, 1969.

Hewett, F. M., *The Emotionally Disturbed Child in the Classroom*, New York: Allyn and Bacon, 1968.

Holmes, M., Holmes, D., and Field, J., *The Therapeutic Classroom*, New York: Jason Aronson, 1974.

Holt, John, *How Children Fail*, New York: Pitman, 1964.

Holt, John, *How Children Learn*, New York: Pitman Publishing Corp., 1967.

Homme, Lloyd (2nd ed.), *How To Use Contingency Contracting in the Classroom*, Chicago: Research Press Co., 1971.

Jourard, Sidney M., *The Transparent Self: Self-Disclosure and Well-Being*, Princeton, N.J.: Van Nostrand, 1964.

Krumboltz, John D. and Krumboltz, Helen B., *Changing Children's Behavior*, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Long, N. J., Morse, W. C., and Newman, R. G. (eds.), *Conflict in the Classroom: The Education of Children With Problems* (3rd ed.), Belmont: Wadsworth, 1976.

Miller, John P., *Humanizing The Classroom: Models of Teaching in Affective Education*, New York: Praeger Publishers, 1976.

Miller, R. Warburton and Miller, Joyce Laraying, *Dealing With Behavior Problems in the Elementary School*, New York: Parker Publishing Co., Inc., 1969.

Morse, W. C., Cutler, R. L., and Fink, A. H., *Public School Classes for the Emotionally Handicapped: A Research Analysis*, Washington: Council for Exceptional Children, 1964.

Pappanikou, A. J. and Paul, James L. (eds.), *Mainstreaming Emotionally Disturbed Children*, New York: Syracuse University Press, 1977.

Quay, H. C. and Werry, J. S. (eds.), *Psychopatholigal Disorders of Childhood*, New York: John Wiley & Sons, 1972.

Rhodes, W. C. and Tracy, M. L., *A Study of Child Variance; Volume I: Conceptual Approaches to Emotional Disturbance; Volume 2: Interventions; Volume 3: Service Delivery Systems; Volume 4: The Future*, Ann Arbor: University of Michigan Press, 1972.

Rimland, Bernard, *Infantile Autism: The Syndrome and Its Implications for a Neural Theory of Behavior*, New York: Appleton-Century-Crafts, 1964.

Sulzer, Beth and Mayer, G. Roy, *Behavior Modification Procedures*, Hinsdale, Illinois: The Dryden Press, 1972.

Swift, M. S. and Spivack, B., *"Therapeutic Teaching: A Review of Teaching Methods for Behaviorally Troubled Children", J of Special Education*, Fall, 1974, 259-289.

Webster, Staten W., *Discipline in the Classroom*, San Francisco: Chandler Publishing Co., 1968.

Wood, M. M. (ed.), *Developmental Therapy—A Textbook for Teachers as Therapists for Emotionally Disturbed Young Children*, Baymore: University Park Press, 1975.

Wood, M. M. (ed.), *The Developmental Therapy Objectives—A Self Instructional Workbook*, Baltimore: University Park Press, 1979.

Wood, M. M., *Developmental Therapy—A Model for Therapeutic Intervention in the School in T. B. Gutkin and C. R. Reynolds* (eds.), A handbook for School Psychology, New York: John Wiley and Sons.

Appendix I
Teaching Techniques

Reinforcers!

1. Pen a ditto
2. Help teacher after school
3. Grade papers
4. Choose rainy day games
5. Teacher writes and mails a letter to you
6. Be messenger for office
7. Decorate one bulletin board or chalk board
8. Earn time to write on chalk board
9. Help in library
10. Visit another grade
11. Be. P.E. leader
12. Make up own writing assignment
13. Extra play with your own grade or another grade
14. Play with clay
15. Teach another child
16. Skip a subject
17. Put assignments on the board
18. Dismiss school over the intercom
19. Ring bell for dismissal
20. Paint
21. Invite mother, father, or sister or brother for visit
22. Make a play
23. Lead flag salute
24. Choose seat for specified time
25. Sit with a friend from a different class for lunch
26. Choose book to be read to the class
27. Select topic for group to discuss
28. Read to a friend
29. Read with a friend
30. Help teacher hand out papers, go to office, erase board, empty trash, dust off desks, sharpen pencils, etc.
31. Care for class animals
32. 5 minutes to discuss something with teacher
33. Plan a class trip
34. Plan a class project
35. Time to read aloud
36. Select game for recess
37. Free time to work puzzle etc.
38. Choose group activity
39. Take a "good" note home to mom and dad (arrange a reward with the parents.)
40. Extend class recess by specified number of minutes
41. Play teacher
42. 10 minute break to choose game and play
43. Class party
44. Use language master
45. Listen to record with earphones
46. See a filmstrip
47. Have a "fun" movie
48. Use tape recorder
49. Draw a picture
50. Build with construction blocks
51. Make things with colored pipe cleaners
52. Candy
53. Dry cereal
54. Comic book or any book
55. Chocolate instead of white milk
56. A cookie with milk
57. Accumulate points to purchase things (doll clothes, yo yo's, etc.)
58. Marbles
59. Pencils or pens
60. "Hot Wheel" cars
61. Choice of seat on school bus
62. Smiling faces on papers
63. Work with microscope and an array of mounted slides
64. Devise code with teacher or another child and send messages
65. Polaroid picture of the "student of the day" or week to display on bulletin board

66. "Buying off" assignments with accumulated tokens
67. Use a stopwatch or kitchen timer to time work
68. Self-graphing of academic or social progress
69. Conduct a science experiment with teacher or classmate
70. Immediate correction of work
71. Earn a movie (in classroom) and treat by saving points distributed on a systematic basis
72. Room host: assist visitors to classroom; introduce guests to peers; explain routine
73. A visit from a favorite staff member, i.e. counselor, principal, dietitian, etc.
74. Comb, barrettes, mirror, ribbons for special grooming time
75. Teacher's praise and compliments
76. Smile approval
77. Write and stage TV commercials
78. Prepare a puppet show
79. Develop transparencies for overhead projector
80. Puzzles, dot-to-dot pictures, and brain teasers
81. Hard work certificate
82. Assemble a 250-piece puzzle. Assembled puzzle is mounted on heavy cardboard and sprayed with a plastic coating
83. Write riddles
84. Mural painting
85. Play popular records
86. Sewing equipment for home economic students
87. Learn to sew, crochet, knit, macrame, etc. in resource room
88. Construct things: tables, bookcases, etc.
89. Be movie projector operator
90. Teacher's assistant to run ditto machine
91. Informal cooking area
92. Work with scrap materials from art
93. Look at mail order catalogues
94. Guide visitors on tour of the school building
95. Leave school one-half hour early
96. Talking time with peers
97. Listening to an older child tell a story
98. Stars, decorative seals, or ink-stamp pictures on papers
99. Daily grade cards
100. Tokens to be exchanged later
101. Work on crossword puzzles using plastic overlays
102. Extra time for doing homework in class
103. Right to work independently on a special project for another class
104. Time to paint scenery for class play
105. Work in school library
106. Time for looking at own magazines
107. Party in resource room or class party
108. Time to pursue a hobby at school
109. Time to interview local merchants for a class project
110. Help teacher by making visual aid for teacher to use with another group of students
111. Display good work.
112. Pull drapes for film showing
113. Use of radio with earphones
114. A class Coke break or a Coke break in the resource room
115. Release time to shoot baskets, etc.

Behavior Modification

Behavior Modification is an effective tool for classroom management. It is based on the principle that behavior which is positively reinforced increases in frequency. Deliverying positive consequences for appropriate behavior and ignoring inappropriate behavior is the basic technique. However, it must be used properly to insure effectiveness. Below are a few basic rules:

1) Set up reinforcement system. Post this in room. (i.e. How to earn rewards and what rewards earn.)

2) Reinforce immediately.

3) Use reinforcements liberally at first and at critical times of day.

4) If using check marks

   (a) Set up in schedule a time to trade check marks for more concrete rewards. May be daily or several times a day or weekly, depending on students.
   (b) Keep each student's check mark card taped to desk with his name on it for easy access and recording.
   (c) Use an unusual colored pen or mark for recording so students may not fill out their own card.
   (d) Keep extra cards and pens and rewards locked up.
   (e) Be very definite about how many checks can be earned for what. Never argue.
   (f) Students start with 0 checks and earn checks for appropriate behavior, work, etc. As a rule, checks are not taken away.

5) Make a variety of reinforcers available to children and change frequently. Different children will work for different reinforcers. Ask the child what activities or items he wishes to work for.

6) Reinforce only appropriate behavior - attention for inappropriate behavior is reinforcing!

7) Use activities or privileges as reinforcers. They're just as effective and much cheaper. Free time, art projects, extra TV time, extra dessert, etc. are good.

8) Do what you say you will do! Stick to the rules.

9) "Shape" behavior by reinforcing improvements in behavior. Reward successive approximations. Lower expectations if necessary so that child may experience success and reward.

10) Slowly require more work for less pay-off.

11) Always pair your intangible, social approval with the concrete, tangible rewards. The goal is to gradually withdraw the tangibles.

12) Be consistent! Give the system a fair try. You can't change behaviors overnight which have developed over years.

13) Be positive! Force yourself to search for "Good" rewardable behaviors and ignore deviants as much as possible.

Helpful Strategy For a Classroom Contingency Management Program

1. Specify Explicit Rules

   a. As democratic as possible
   b. Discuss with class periodically
   c. Keep at a minimum and simple
   d. State in a positive manner
   e. Post conspicuously around room

2. Try not to attend to unacceptable behavior. Ignore as much as possible. Remember, **your attention** (positive or negative) is rewarding to the offender.

3. Try to control peer attention to unacceptable behavior i.e. reward them for ignoring "bad" behavior.

4. Use appropriate punishment (i.e. "time out" or withdraw privileges) only when absolutely necessary. When a privilege is withdrawn, be sure to specify a way to earn it back.

5. Praise, attend to and reward desirable behavior. Don't take good behavior for granted. "Catch a kid being good" and reward, reward, reward!
6. Highly reward incompatible appropriate behavior. Make "Not punching" behavior more rewarding than "Punching" behavior.
7. Reward must be immediate in the initial stages of the initiation of contingency management.
8. "Shape" behavior by reinforcing improvements in behavior. Reward successive approximations. Lower expectations if necessary so that child may experience success and reward.
9. Slowly require more work for less pay-off.
10. Always pair your intangible, social approval with the concrete, tangible rewards. The goal is to gradually withdraw the tangibles.
11. Be consistent! Give the system a fair try. You can't change overnight behaviors which have developed over years.
12. Be positive! Force yourself to search for "Good" rewardable behaviors and ignore deviants as much as possible.

Ten Basic Rules for Contingency Contracting

Rule 1. The Contract Payoff (reward) Should be Immediate. It is of particular importance that this rule be observed early in the game when the child is just learning about contracting. Initial contracts (see Rule 2) should demand a small bit of behavior, then a progress check to see whether the behavior was executed to the contractor's specifications. Then the reward should be offered *immediately*. It is important that the presentation of the reinforcer be contingent *only* on the adequate performance of the behavior and not, for example, on the passage of time. Contracting will go well to the extent that the precision of the performance-reward relationship is respected.

Rule 2. Initial Contracts Should Call for and Reward Small Approximations. If the initial performance requested from the student is a small, simple-to-perform approximation to the final performance desired, no difficulties will be encountered. If, on the other hand, the performance requested is too precise, and too difficult for the student to perform, no amount of reward will help. In fact, the major thing wrong with intuitive contingency contracting (as it sometimes occurs in everyday situations) is that the intuitive contingency manager does not settle for small steps or approximations. The intuitive contract is likely to say, "Clean your room," rather than, "First, put your shoes in the closet." The intuitive contingency contract is likely to say, "Do all the arithmetic problems at the end of the chapter correctly, then you may watch a movie." The systematic motivation manager is more likely to say, "Do the first two problems correctly, then we will watch a movie for five minutes." The employer, when he is training a new employee, always has to reward approximations. If the new employee were to be rewarded only for expert performance at the start, he would never obtain the offered reward and would more than likely void the contract (i.e., leave the job).

Rule 3. Reward Frequently with Small Amounts. Experience has shown (and there is considerable laboratory evidence to support this) that it is far more effective to give frequent, small reinforcements than a few large ones. As Rule 2 indicates, this is of particular importance early in the game.

Rule 4. The Contract Should Call for and Reward Accomplishment Rather than Obedience. Thus, the contract should say: "If you accomplish such and such, you will be rewarded with such and such," not, "If you do what I tell you to do, I will reward you with such and such." Reward for accomplishment leads to independence. Reward for obedience leads only to continued dependence on the person to whom the child learns to be obedient.

Rule 5. Reward the Performance After It Occurs. At first glance, this is the most self-evident of all the rules: first some task behavior, then some reinforcing responses or reinforcing stimuli. The reader may be saying to himself by now, "Why, that's nothing but the old 'first work, then play' rule." This is correct. But this book suggests that the rule must be taken much more seriously than is usually the case. The difference in contingency management is that the "first work, then play" sequence does not occur just once, twice, and three times so that the sequence will occur dozens of times each day.

It is striking to note, when one begins to observe the order of events, how frequently the order is reversed. For example, "Just one more game of cards" (a reinforcing activity), "Then you've *got* to do your homework" (a task event). Or, "Stop watching television" (a reinforcing event), "And carry out this trash" (a task event). The examples illustrate that these events do not, by themselves, automatically get broken down into small units and arranged in the correct order.

Rule 6. The Contract Must be Fair. This rule simply means that the terms of the contract, on both sides of the agreement ("If you will do X, I will do Y"), must be of relatively equal weight. Imagine a contract, for example, in which a teacher says to the student, "If you get all A's throughout the school year, I will take you to the movies." This kind of a contract could hardly be called fair. On the other hand, the teacher's saying, "If you sit quietly for two minutes, I will take you to the movies," would also be an unbalanced contract. In this case, the weight of what is offered by the initiator of the contract would be immensely greater than the weight of the behavior demanded by the contract. In general, one must try to relate the amount of reward to the amount of performance.

Teachers (and parents) sometimes feel uncomfortable with rewarding the students "for what they should be doing anyway." It seems to be somehow immoral to reward today's child for doing assignments that earlier generations had to do "or else." But the fact is that children learn better, and more willingly if reinforcers follow difficult activities. We wouldn't say today's children should not get better dental care than their parents had. All schools provide some activities and objects for their children primarily because of their fun value. The crucial difference is in the time sequence of offering them.

Rule 7. The Terms of the Contract Must be Clear. This means that the terms on both sides of the agreement must be explicitly stated. For example, an unclear contract would say, "Do a few arithmetic problems and then we will do something more interesting." A more clearly stated contract would say, "Do ten arithmetic problems correctly and then we will watch the first four minutes of this Popeye cartoon." The child must always know how much performance is expected of him and what he can expect as a payoff.

Rule 8. The Contract Must be Honest. An honest contract is one which is (a) carried out immediately, and (b) carried out according to the terms specified in the contract.

Rule 9. The Contract Must be Positive. An appropriate contract should not say, "I will not do X, if you will do Y." The terms of the contract should contribute something to the child's experience, rather than take something away from him. Note that often contracts used in the school and in the home are implicitly of a negative type. E.g., "Behave as I tell you" implies "You will not get punished if you behave as I tell you." The outstanding characteristic of negative contracting is that it involves a threat of punishment.

Rule 10. Contracting As a Method Must be Used Systematically. Perhaps the most difficult thing to learn about the laws of contingency is that they go on working all the time, whether one pays any attention to them or not. That is to say, these laws do not hold only during arithmetic period or the reading lesson, or only during school hours, for that matter. A reinforcement following a bit of behavior will strengthen that behavior whether or not it occurs during school hours. As one becomes familiar with contingency management procedures, one might ask, "What is the payoff for the child?" for almost every behavior requested of the child.

Once contracting has been established as a motivation-management procedure, it should be maintained, and care should be taken not to reward undesirable acts. Remember, the best way to eliminate unwanted behaviors is to make certain that they are never reinforced in any way; instead, see to it that in the same situation some other behavior is reinforced, which is itself incompatible with the undesirable behavior.

What is the payoff for the parent or teacher? The parents and teachers now using these rules in their management of child motivation find that children are eager to perform under these conditions. These children do not show the timid or aggressive traits of children performing under duress and coercion. Nor do they exhibit the demanding and "spoiled" characteristics of those who are used to receiving unearned benefits. There is a kind of joy in their activities; they seem to have a feeling of delight in their willing and conscious accomplishment and their well deserved rewards. Observing and participating in this kind of learning is, in turn, the greatest reward teachers or parents can experience.

—from Homme, *How to Use Contingency, Contracting in the Classroom*

Appendix J
State CESA Network

Cooperative Educational Service Agencies

Central Savannah River Area CESA
Dr. Louise L. McCommons, Director
Mt. Pleasant Rd.
P. O. Drawer 1025
Thomson, Ga. 30824
(404) 595-6990 or 6991
Serves Burke, Columbia, Emanuel, Glascock, Jefferson, Jenkins, Lincoln, McDuffie, Screven, Taliaferro, Warren and Wilkes Counties

Chattahoochee Flint CESA
Homer Foreman, Director
Box 588
Americus, Ga. 31709
(912) 928-1290
Serves Americus City and Chattahoochee, Clay, Crisp, Dooly, Harris, Macon, Marion, Quitman, Randolph, Schley, Stewart, Sumter, Talbot, Taylor and Webster Counties

Coastal Plains CESA
Allen Smith, Director
Route 1, James Rd.
Box 1265
Valdosta, Ga. 31601
(912) 247-3482
Serves Ben Hill, Berrien, Brooks, Cook, Echols, Irwin, Lanier, Lowndes, Tift and Turner Counties and Fitzgerald and Valdosta Cities
Operates the Comprehensive Psychoeducational Services of South Georgia (CPES) in Valdosta

First District CESA
Inman Davis, Director
Zetterower Rd.
P. O. Box 826
Statesboro, Ga. 30458
(912) 764-6397
Serves Appling, Bryan, Bulloch, Camden, Candler, Effingham, Evans, Jeff Davis, Liberty, Long, McIntosh, Tattnall, Toombs and Wayne Counties and Vidalia City
Operates Child Development Centers in Statesboro, Collins, Baxley and Jesup

Griffin CESA
Dr. R. E. Flanders, Director
119 W. Vineyard Road
P. O. Drawer H
Griffin, Ga. 30224
(404) 227-0632
Serves Butts, Fayette, Henry, Lamar, Pike, Spalding and Upson Counties and Thomaston City

Heart of Georgia School Systems CESA
Dr. Benny B. Wade, Director
Extension Bldg., Anson Avenue
P. O. Box 368
Eastman, Ga. 31023
(912) 374-2240
Serves Bleckley, Dodge, Laurens, Montgomery, Pulaski, Telfair, Treutlen, Wheeler and Wilcox Counties and Dublin City

Metro CESA
Dr. Charles Thompson, Executive Director
2268 Adams Dr., NW
Atlanta, Ga. 30318
(404) 352-2697
Serves Buford, Decatur and Marietta Cities and Clayton and Douglas Counties

Middle Georgia CESA
Warner J. Raines, Director
Knoxville St. at Vineville St.
P. O. Box 1148
Ft. Valley, Ga. 31030
(912) 825-3132
Serves Crawford, Jones, Monroe, Peach and Twiggs Counties

Northeast Georgia CESA
C. L. Cain, Director
375 Winter St.
Winterville, Ga. 30683
(404) 742-8292
Serves Barrow, Clarke, Elbert, Greene, Jackson, Madison, Morgan, Oconee, Oglethorpe and Walton Counties and Commerce, Jefferson and Social Circle Cities

North Georgia CESA
Jack Holcomb, Director
#5 West Side Square
Ellijay, Ga. 30540
(404) 635-5391
Serves Cherokee, Fannin, Gilmer, Murray, Pickens and Whitfield Counties and Dalton City

Northwest Georgia CESA
Dr. Charles L. Florida, Director
Route 1, Box 255
Cedartown, Ga. 30125
(404) 684-5443 or 5444
Serves Bartow, Catoosa, Chattooga, Dade, Floyd, Gordon, Haralson, Paulding and Polk Counties and Calhoun, Bremen, Chickamauga, Trion and Cartersville Cities
Operates the Evaluation and Service Center in Rome

Oconee CESA
Lester Herman, Director
N. Harris St.
P. O. Box 699
Sandersville, Ga. 31082
(912) 552-5178
Serves Baldwin, Hancock, Jasper, Johnson, Putnam, Washington and Wilkinson Counties

Okefenokee CESA
Dr. A. L. Woodard, Director
Route 5, Box 406
Waycross, Ga. 31501
(912) 285-6151
Serves Atkinson, Bacon, Brantley, Charlton, Clinch, Coffee, Pierce and Ware Counties
Operates Harrell Child Development Center in Waycross

Pioneer CESA
Charles Allen, Director
Route 4, Old White Creek School Bldg.
Cleveland, Ga. 30528
(404) 865-2141
Serves Banks, Dawson, Forsyth, Franklin, Habersham, Hall, Hart, Lumpkin, Rabun, Stephens, Towns, Union and White Counties and Gainesville City
Operates Alpine Center in Gainesville

Southwest Georgia CESA
Dr. Boyd Israel, Director
Mercer Ave.
P. O. Box 145
Leary, Ga. 31762
(912) 792-6195
Serves Baker, Calhoun, Colquitt, Decatur, Early, Grady, Lee, Miller, Seminole, Terrell, Thomas and Worth Counties and Pelham and Thomasville Cities

West Georgia CESA
Dr. John Holter, Director
1090 E. Depot St.
LaGrange, Ga. 30240
(404) 882-0007
Serves Carroll, Coweta, Heard, Meriwether and Troup Counties and Carrollton, Hogansville, LaGrange and West Point Cities
Operates West Georgia Center, GLRS

Appendix K
State GLRS Network

Georgia Learning Resources System Directory

Katheryn B. Bush
State Coordinator, GLRS
Program for Exceptional Children
Georgia Department of Education
State Office Building
Atlanta, Georgia 30334
(404) 656-2425 (GIST 221-2425)

SOUTHWEST GEORGIA CENTER, GLRS
P. O. Box 1470
Albany, Ga. 31702
(912) 432-9151

*Southwest Georgia GLRS Satellite
Early County Junior High School
Blakely, Ga. 31723
(912) 723-3749

WEST CENTRAL CENTER, GLRS
55 Savannah St.
Newnan, Ga. 30263
(404) 251-0888 (GIST 232-1496)

NORTH GEORGIA CENTER, GLRS
P. O. Box 546
Cleveland, Ga. 30528
(404) 865-2043

METRO EAST CENTER, GLRS
Robert Shaw Center
385 Glendale Rd.
Scottdale, Ga. 30079
(404) 292-7272, Ext. 72

METRO WEST CENTER, GLRS
Metro CESA
2268 Adams Dr., N.W.
Atlanta, Ga. 30318
(404) 352-2697

NORTHEAST GEORGIA CENTER, GLRS
Northeast Georgia CESA
375 Winter Dr.
Winterville, Ga. 30683
(404) 742-8292 (GIST 241-7675)

MIDDLE GEORGIA CENTER, GLRS
3769 Ridge Ave.
Room 101
Macon, Ga. 31204
(912) 474-1513

EAST GEORGIA CENTER, GLRS
Joseph Lamar Elementary School
907 Baker Ave.
Augusta, Ga. 30904
(404) 736-0760

*Louisville Center, GLRS Satellite
Louisville Academy
Louisville, Ga. 30434
(912) 624-7794

*Washington Center, GLRS Satellite
313-A North Alexander Ave.
Washington, Ga. 30673

NORTH CENTRAL CENTER, GLRS
North Georgia CESA
#5 West Side Square
Ellijay, Ga. 30540
(404) 635-5391

WEST GEORGIA CENTER, GLRS
1532 Fifth Ave.
Columbus, Ga. 31901
(404) 324-5661

*West Georgia GLRS Satellite
Sumter County Instructional
Materials Center
Americus, Ga. 31709
(912) 924-4955

NORTHWEST GEORGIA CENTER, GLRS
115 W. Washington St.
Summerville, Ga. 30747
(404) 857-5421

*GLRS Satellite, N.W. Georgia CESA
Route 1, Box 255
Cedartown, Ga. 30125
(404) 684-5443 (GIST 295-6190)

METRO SOUTH CENTER, GLRS
Griffin CESA
P. O. Drawer H
Griffin, Ga. 30223
(404) 227-0632 (GIST 253-7311)

SOUTH CENTRAL CENTER, GLRS
Child Development Center
1492 Bailey St.
Waycross, Ga. 31501
(912) 285-6191 (GIST 368-6191)

*South Central Center, GLRS (West)
Coastal Plains CESA
1200 Williams St.
Valdosta, Ga. 31601
(912) 247-3482

COASTAL AREA CENTER, GLRS
Chatham County Board of Education
208 Bull St., Room 300
Savannah, Ga. 31401
(912) 234-2541, Ext. 301, 302

*Coastal Area GLRS Satellite
2400 Reynolds St.
Brunswick, Ga. 31520
(912) 264-6222

EAST CENTRAL CENTER, GLRS
Wrightsville Primary School
P. O. Box 275
Wrightsville, Ga. 31096
(912) 864-3246

*GLRS Satellite, Heart of Georgia CESA
312 South Main St.
Eastman, Ga. 31023
(912) 374-5244

SOUTHEAST GEORGIA CENTER, GLRS
J. R. Trippe School
400 West Second St.
Vidalia, Ga. 30474
(912) 537-7797

*Satellite Center of the preceding GLRS Center

Appendix L
Centers for Severely Emotionally Disturbed Children

Georgia Department of Education
State Coordinator

John A. Jordan, Coordinator
State Department of Education
Program for Exceptional Children
State Office Building
Atlanta, Ga. 30334
(404) 656-2425

Center	**Fiscal Agent**
Baldwin County Joseph Fehlig, Director The Learning Center 1801 N. Columbia Milledgeville, Ga. 31061 (912) 452-3514 Serves Baldwin, Jasper, Johnson, Hancock, Putnam, Washington, and Wilkinson counties	William D. Gardner Superintendent Baldwin County Schools Box 649 Milledgeville, Ga. 31061 (912) 452-3017
Bibb County Elizabeth Bell, Director Middle GA Psychoeducational Center (Alexander IV School) 3769 Ridge Ave. Macon, Ga. 31204 (912) 477-3440 Serves Bibb, Crawford, Houston, Jones, Monroe, Peach and Twiggs counties	Paul J. Hagerty Superintendent Bibb County Schools 2064 Vineville Ave. P. O. Box 6157 Macon, Ga. 31208 (912) 742-8711
Burke County Steve Chester, Acting Director Ogeechee Educational Center P. O. Box 284 Midville, Ga. 30441 (912) 589-7310 Serves Burke, Emanuel, Glascock, Jefferson, Jenkins and Screven counties	James D. Smith Superintendent Burke County Schools P. O. Box 596 Waynesboro, Ga. 30830 (404) 554-5101
Carroll County B. David Craddock, Director Burwell Center Route 7, Box 302 Carrollton, Ga. 30117 (404) 258-7205 Serves Carroll, Coweta, Heard, Meriwether, and Troup counties; Carrollton, Hogansville, LaGrange and West Point cities	Travis B. Edmondson Superintendent Carroll County Schools Carrollton, Ga. 30117 (404) 832-3568
Chatham County Mignon U. Lawton, Director Chatham-Effingham Psychoeducational Center 1211 Eisenhower Dr. Savannah, Ga. 31406 (912) 354-8826 Serves Chatham and Effingham counties	Sylvester Rains Superintendent Chatham County Schools 208 Bull St. Savannah, Ga. 31401 (912) 234-2541, Ext. 108

Clarke County
Robert T. Jacob, Director
Rutland Center
125 Minor St.
Athens, Ga. 30606
(404) 549-3030 GIST 241-5516
Serves Clarke, Barrow, Elbert, Greene, Jackson, Madison, Morgan, Oconee, Oglethorpe, and Walton counties; Commerce, Jefferson and Social Circle cities

Rodney D. Spring
Superintendent
Clarke County Schools
P. O. Box 1708
Athens, Ga. 30603
(404) 546-7721

Clayton County
Peggy Anne Pettit, Director
South Metro Children's Center
370 Blair Villa Dr., S.E.
Atlanta, Ga. 30354
(404) 363-6976
Serves South Fulton and Clayton counties; Atlanta City (South)

Ernest L. Stroud
Superintendent
Clayton County Schools
120 Smith St.
Jonesboro, Ga. 30236
(404) 478-9991

Coastal Plains CESA
Harry Hamm, Director
Comprehensive Psychoeducational Services of South Georgia
P. O. Box 1508
Route 10, James Rd.
Valdosta, Ga. 31601
(912) 247-3350 (GIST 343-3351)
Serves Lowndes, Ben Hill, Berrien, Brooks, Cook, Echols, Irwin, Lanier, Tift and Turner counties; Fitzgerald and Valdosta cities

Allen Smith, Director
Coastal Plains CESA
Route 10, James Rd.
Box 1265
Valdosta, Ga. 31601
(912) 247-3482
GIST 343-3482

Cobb County
Sara H. Reale, Director
Children's Learning Center
(Lemon Street Special Education Center)
353 Lemon St.
Marietta, Ga. 30060
(404) 422-0833 or 422-9171
Serves Cobb and Douglas counties; and Marietta city

Superintendent
Cobb County Schools
P. O. Box 1088
Marietta, Ga. 30060
(404) 422-9171

Crisp County
David Fallin, Director
Flint Area Child Development Center
P. O. Box 729
Cordele, Ga. 31015
(912) 273-5653
Serves Crisp, Dooly, Macon, Marion, Schley, Sumter, Taylor and Webster counties; Americus city

Ray E. Darley
Superintendent
Crisp County Schools
Cordele, Ga. 31015
(912) 273-1611

Dalton City
George Andros, Director
Child Development Center
Fort Hill Ter.
Dalton, Ga. 30720
(404) 259-2140 GIST 234-2140
Serves Dalton City; Cherokee, Fannin, Gilmer, Murray, Pickens and Whitfield counties

Robert D. Cox
Superintendent
Dalton City Schools
P. O. Box 1408
Dalton, Ga. 30720
(404) 278-8766

DeKalb County

Glenda Molton, Director
DeKalb-Rockdale Program
Robert Shaw Center
385 Glendale Rd.
Scottdale, Ga. 30079
(404) 292-7272, Ext. 38
Serves DeKalb and Rockdale counties; Decatur city

Robert Freeman
Superintendent
DeKalb County Schools
3770 North Decatur Rd.
Decatur, Ga. 30032
(404) 296-1700 or 296-2000

Dougherty County

Jim N. Bachrach, Director
Oak Tree Children's Center
712 North Jefferson St.
Albany, Ga. 31701
(912) 439-4330 GIST 341-4330
Serves Dougherty, Baker, Calhoun, Early, Lee, Miller, Terrell and Worth counties

Paul B. Robertson
Superintendent
Dougherty County Schools
Box 1470
(601 Flint Ave.)
Albany, Ga. 31702
(912) 436-4843

First District CESA

Harry Goodwin, Director
Child Development Center
Highway 80 West
Statesboro, Ga. 30458
(912) 764-6751
Serves Bulloch, Appling, Candler, Evans, Jeff Davis, Tattnall, Toombs and Wayne counties; Vidalia city
Collins Center - (912) 693-5220
Send Mail to: Route 1, Box 8, Collins, Ga. 30421

Inman Davis
Director
First District CESA
P. O. Box 826
Zetterower Rd.
Statesboro, Ga. 30458
(912) 764-6397

Glynn County

Kenneth R. Wallin, Director
The Community Developmental Center for Children
2400 Reynolds St.
Brunswick, Ga. 31520
(912) 264-8020
Serves Glynn, Bryan, Camden, Liberty, Long and McIntosh counties

Kermit Keenum
Superintendent
Glynn County Schools
Box 1677
Brunswick, Ga. 31520
(912) 265-6590

Gwinnett County

Larry Weiner, Director
North Metro Children's Center
(Whitaker School)
846 Huff Rd., N.W.
Atlanta, Ga. 30318
(404) 352-3720
Serves Gwinnett and North Fulton counties; Buford City and Atlanta City (North)

Alton C. Crews
Superintendent
Gwinnett County Schools
52 Gwinnett
Lawrenceville, Ga. 30245
(404) 963-8651

Laurens County

Martha Hickerson, Director
Heart of Georgia Child Development Center
P. O. Box 1031
(623 North Dr.)
Dublin, Ga. 31021
(912) 272-9220
Serves Laurens, Bleckley, Dodge, Montgomery, Pulaski, Telfair, Treutlen, Wheeler and Wilcox counties; Cochran and Dublin cities

William P. Johnson
Superintendent
Laurens County Schools
P. O. Box 2128
Dublin, Ga. 31021
(912) 272-4767

Muscogee County
James Bedingfield, Director
Children's Center
1532 - Third Ave.
Columbus, Ga. 31901
(404) 323-5683 and 323-6301
Serves Muscogee, Chattahoochee, Clay, Harris, Quitman, Randolph, Stewart and Talbot counties

Braxton A. Nail
Superintendent
Muscogee County Schools
1200 Bradley Dr.
Columbus, Ga. 31906
(404) 324-5661

Northwest Georgia CESA
Georgia Moore, Director
Evaluation and Service Center
1019 North Fifth Ave.
Rome, Ga. 30161
(404) 291-2625 GIST 231-6191
Serves Rome, Bremen, Calhoun, Cartersville, Chickamauga and Trion cities; Bartow, Catoosa, Chattooga, Dade, Floyd, Gordon, Haralson, Paulding, Polk and Walker counties

Charles L. Florida
Director
Northwest Georgia CESA
Route 1, Box 255
Cedartown, Ga. 30125
(404) 684-5443

Okefenokee CESA
William H. Rivenbark, Jr., Coordinator
Harrell Child Development Center
1492 Bailey St.
Waycross, Ga. 31501
(912) 285-6191 GIST 368-6191
Serves Waycross city; Atkinson, Bacon, Brantley, Charlton, Clinch, Coffee, Pierce and Ware counties

A. L. Woodard, Director
Okefenokee CESA
Route 5, Box 406
Waycross, Ga. 31501
(912) 285-6151
GIST 368-6151

Pioneer CESA
Wayne Moffett, Director
Alpine Center
P. O. Box 2459
(E. E. Butler High School Bldg., Athens Highway)
Gainesville, Ga. 30501
(404) 532-9981 GIST 245-5260
Serves White, Banks, Dawson, Franklin, Forsyth, Habersham, Hall, Hart, Lumpkin, Rabun, Stephens, Towns and Union counties; Gainesville city

Charles H. Allen
Director
Pioneer CESA
P. O. Box 548
Cleveland, Ga. 30528
(404) 865-2141

Richmond County
Finley H. Sizemore, Director
Lawton B. Evans Child Center
1399 Walton Way
Augusta, Ga. 30901
(404) 724-8271
Serves Richmond, Columbia, Lincoln, McDuffie, Taliaferro, Warren and Wilkes counties

William G. Oellerich
Superintendent
Richmond County Schools
2083 Heckle St.
Augusta, Ga. 30904
(404) 736-8453

Spalding County
Robert Gordon, Director
Griffin Area Child Development Center
415 Jefferson Ave.
Griffin, Ga. 30223
(404) 228-1290
Serves Spalding, Butts, Fayette, Henry, Lamar, Newton, Pike and Upson counties; Thomaston City

Charles H. Green
Superintendent
Spalding County Schools
P. O. Drawer N
Griffin, Ga. 30224
(404) 227-9478

Thomas County
Sonia Walker Busbee, Director
The Children's Center
P. O. Box 110-A
Ochlocknee, Ga. 31773
(912) 574-5123 GIST 344-2384
Serves Thomas, Colquitt, Decatur, Grady, Mitchell and Seminole counties; Pelham and Thomasville cities

Carol Purvis
Superintendent
Thomas County Schools
Thomasville, Ga. 31792
(912) 226-7102

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Education Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

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The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II — Loydia Webber, Vocational Equity Coordinator
Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX — Evelyn Rowe and Myra Tolbert, Coordinators
Section 504 — Jane Lee, Special Education Coordinator

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.